

HOW TO TEACH READING

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PREFACE

THE value of the ability to read understandingly and rapidly is being recognized more and more by people in all walks of life. The possession of reading ability makes it possible for one to enrich his own life, become more efficient in his chosen work, and be of greater service to the world.

The psychologists, realizing the fundamental importance of reading in life, have made a scientific study of the reading process. They have ascertained through scientific experiments the factors which determine good reading. The ability consciously to make use of these factors is the chief means by which an adult can increase his efficiency in reading and by which the youth of the land can form correct habits of reading.

It is of fundamental importance, then, that the results of scientific experiments in reading be turned to account in the teaching of reading in our schools. The classroom teacher needs to understand and appreciate the work of the psychologist. Her greatest need, however, is to be able to make use of this scientific knowledge in the development of good reading habits in children.

How to Teach Reading develops and states the psychological principles involved in reading in such a way that one not versed in psychological terms can

understand and appreciate them. Above all, it gives to the classroom teacher and the individual interested in increasing his reading power practical suggestions for the development of both silent and oral reading habits. These suggestions are based upon the best psychology of the times. They have been tried out in all grades of the elementary school and have been found effective. It is hoped that this book will be found helpful to the classroom teacher in both rural and city schools, to the supervisor, to the normal-school instructor, to the mother who wishes to help her child at home, and to the citizen who wishes to increase his efficiency in reading.

In *How to Teach Reading* the authors have endeavored:

1. To present such a method based upon psychological principles that the method can be used with any reading material having content value.
2. To indicate definite objectives in appreciations, habits, and skills for the various grades.
3. To give suggestive materials, methods, lesson plans, and activities for the attainment of those objectives in appreciations, habits, and skills.
4. To show how geographical, historical, and newspaper material can be used to advantage in the reading period.
5. To suggest how progressive training can be given in the effective use of a reader, dictionary, encyclopædia, and card catalogue.

6. To show how group and individual work in the between-recitation period can be utilized for the development of reading power.
7. To give practical suggestions for the diagnosis of reading ability through the use of informal tests, standard tests, and intelligence tests, and suggest practical ways of remedying defects revealed by the diagnosis.

We, the authors, wish to acknowledge our indebtedness to all those whose scientific experiments have furnished the data upon which *How to Teach Reading* is based. We wish also to express our appreciation to those leaders in education who have been such a source of inspiration and practical help in the writing of this book.

Further acknowledgment is due to the authors and publishers who have so generously granted us permission to use from their books quotations and material for illustrative purposes.

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HOW TO TEACH READING



PART I

EFFICIENT READING IN LIFE

CHAPTER I

WHY EFFECTIVE READING IS OF FUNDAMENTAL IMPORTANCE IN LIFE

HAVE you ever considered what per cent of your waking hours is spent within the sight of printed or written symbols? As you pass through the streets of a city, you are surrounded with street signs, traffic notices, safety rules, names of business houses, advertisements in store windows and in the street car in which you may be riding. You go to an entertainment, and you secure printed tickets, a program is handed to you giving printed details, a synopsis of the play or symphony, the coming attractions, and advertisements of local firms. When going away for a vacation, time-tables are given you to consult, and descriptions of interesting places to visit.

The housewife is surrounded by labels on packages, cans, bottles, directions for the care and use of materials, and recipes. The newspaper is brought to the door calling her attention to the current news of the

day, the advantages of various labor-saving devices, and opportunities for the economic expenditure of money.

After reaching his place of business, a man is presented with the morning's mail, reports, and literature concerning his business. Orders and directions to increase the efficiency of various departments must be read or written. Even during the lunch hour, he must read the bill of fare or menu. During all his business hours his eye is constantly assailed with printed or written material.

The ability to interpret this mass of material constantly presented to one's sight is necessary for complete living and helps one to adjust himself to his environment no matter what that may be.

WHY ADULTS READ

The desire to know. The adult's needs for reading are most varied. There seems to be in every one an instinctive desire to know what others are thinking, feeling, doing. While this desire in a measure can be met by personal contacts, it can be fully satisfied only by the ability to read the records of the present and past, which are embodied in books, papers, and magazines. This instinctive craving for news may not spring from any desire to make practical use of the information gained. It is more a craving for an enlargement and deepening of experiences or to secure new sensations.

“Guided and animated by this impulse to acquire knowledge and exercise his imagination through reading, the individual will continue to educate himself all through life. Without that deep-rooted craving he will soon cease to draw on the accumulated wisdom of the past and the new resources of the present, and as he grows older he will live in a mental atmosphere which is always growing thinner and emptier.”¹

For vocational needs. There is, however, a desire for information which makes possible greater efficiency in furthering one's life activities. No vocation or avocation of any kind can be conducted successfully unless one is able to supplement his own experience with the experiences of others. While much of this information can be gained by talking with and observing others, only the literate man is able to command the untold wealth of experience which is embodied in printed form, for the guidance of his own career.

For pleasure. The reading for mere pleasure is not to be discredited. Every one needs such a means of relaxation as the reading of a good novel, short story, or other forms of literary material. The pleasure may consist in the enjoyment of the development of the plot, the character portrayal, beautiful descriptions, or the author's style and use of words. Often the pleasure consists in getting away from the work of the

¹ Freeland, in *Modern Elementary School Practice*. Used by permission of The Macmillan Company, publishers.

day by changing the current of one's thoughts. In times of great trouble the reason has been saved by the ability to forget one's self through reading. Reading is often indulged in merely as a means of killing time. One reads when waiting for a train or business appointment. The love for reading and the appreciation of the best in literature should be developed, as they are the greatest safeguards of leisure time.

For the satisfaction of suppressed desires. Modern life presents circumscribed cycles of experience. Many desires cannot be realized except vicariously. Reading is one of the greatest means for the satisfaction of such suppressed desires. It gives one the ability to sink his life into the lives of others. The history of the pioneers of our own country makes it possible to enter into a life of adventure and exploitation; if travel is denied, through books one can journey to distant lands, viewing the wonders and beauties of the works of God and men. The satisfaction of this craving for denied experiences can best be met through books which enable one to live all types of experience.

For the understanding of life. How one longs to understand life! With the eyes of sense one sees but a little way, and sees but fragments. One is too close to events to get the right perspective. Biography, history, and novels are not the "mirror of life, but life in the mirror." It is only in books that one can see it, and find the complete action which satisfies his innate desire to know the end of things. In books one has all

of civilization at his command. They present a clear window through which one can look out upon existence. In them one can see life steadily and see it whole.

For the guidance of life. One not only longs and needs to understand life, but he must also have a chart and compass for the guidance of his own existence. Reading furnishes one of the means for securing the ideals and spiritual truths necessary for the intelligent guidance of life. Ideals and standards of right action are necessary for the formation of habits which make it possible for one to live in right relation to his fellow men and with God.

Effective reading, then, is of fundamental importance in life because of the universal presence of the printed symbol, because of the instinctive desire to enlarge experiences, and because of the need of securing vocational and avocational efficiency. It is necessary for pleasure, for the satisfaction of suppressed desires, and for the understanding and guidance of life.

WHY CHILDREN READ

Children have many and varied needs for reading. The general needs are the same for the child as for the adult, differing only in degree depending upon the maturity of the individual. The child may be unconscious of the needs that drive him to books, but nevertheless books satisfy his vague longings and desires. The young child doubtless reads for pleasure, to sat-

isfy his curiosity or a general desire to know. Soon, however, he finds that books give him directions for making or doing the things in which he is interested. The adolescent's craving for new sensations, his desire to understand life and to live amid conditions and surroundings different from his own, can be met only through reading. The city boy can live among the wonders and beauties of nature, the country boy can see and feel the pulsing life of a great city. Reading enables the child to see, know, and relive all types of experience. If reading is guided along right lines, a wealth of information and an enlargement of interests result, individual needs are satisfied, enlargement of sympathies and understanding of life are gained, and ideals are formed that should result in social and individual progress. In short, reading gives the child the ability to live a richer, fuller, and more complete life.

Since effective reading is of such fundamental importance in the life of the youth and adult, it is of vital significance that every one should know what factors condition effective reading.

QUESTIONS FOR DISCUSSION

1. Why is effective reading of fundamental importance in adult life? In child life?
2. Give an example from your own experience of various motives which have caused you to read.
3. Make a list of all the different uses of printed and written symbols you see in the waking hours of one day.
4. Watch the reading of a certain child. Keep a record of types of reading done and his reasons for reading.
5. What abilities do you think you must possess in order to read effectively?

CHAPTER II

WHAT CONSTITUTES EFFECTIVE READING IN LIFE

One must want and love to read. The various needs for reading discussed in the previous chapter constitute the most important factors in making for efficiency in reading. These needs cause the individual to want to read so that finally a love for reading is developed. When one wants to read, more pleasure results, more material is read, and ease and facility are secured. These needs make possible sustained attention. Wandering thoughts do not have to be called back to the material when the need and desire for reading come from within. All forces of the individual then are working in harmony to gain the desired result.

One must be able to get the thought. One must not only want and love to read, but one must be able to get the thought from what is read. For instance, a man's employees are becoming restless and dissatisfied. He wants to find out how others have solved similar situations. Articles dealing with this problem are read. He must be able to understand the circumstances and remedies presented by the author. Then he judges what remedies, if any, would be pertinent in his own situation. These he selects, organizes, and adapts to the solution of his own problem. Only as he is able to get the meaning from the material read

can he understand and appreciate the author's point of view.

The efficient reader must not only be able to get ideas, sentiments, or facts expressed by the author, but he must be able to judge the worth of these in relation to the purpose or purposes for which he is reading. This calls for a fine type of judgment. Judgment must also be exercised in the selecting and organizing of the most valuable facts for the carrying-out of his purposes. While the desire and love for reading, then, furnish the motive power or desire for the process of reading, the effective reader must have the ability to get the meaning from the reading symbols. ▸

One must have command over the mechanics of reading. To be able to read, one must also have the ability to recall meanings carried by the symbols. Symbols are mere carriers of meaning. This recall must be so ready that it is almost unconscious, in order that the maximum of attention can be given to the interpretation of the meanings of symbols in any given situation. One must also be able to keep in mind meanings already gained, and carry them on and modify them from sentence to sentence, paragraph to paragraph, chapter to chapter, book to book.

One must be able to read rapidly. The most effective worker in any field is the one who can accomplish the work well in the shortest length of time; so, to be efficient in reading, one must be able to read

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rapidly. The rapidity with which one reads will depend upon the character of the material, the purpose for which one reads, and the ability of the individual.

One must be able to use the tools of reading effectively. Work of any kind must be carried on by the use of tools. An efficient workman must have good tools; he must have accurate knowledge of his tools and ability to use them skillfully. Good books, magazines, and newspapers are the tools of the reader. The skillful reader must know where to go to find the information he needs and be able to locate it as directly and as quickly as possible. This necessitates the knowledge of and the ability to use the make-up of a book, magazine, newspaper, encyclopædia, card catalogue, and dictionary. When the reader encounters an unfamiliar word, he must be able to master it as quickly as possible.

One must have the ability to read well silently. The major type of reading done in life is silent reading; therefore, the efficient reader is the one who can get the thought through silent reading accurately and rapidly. Good silent reading depends upon a desire to read, ability to get the thought, ability to recall, ability to read rapidly, and to use the tools of reading effectively.

One must have reasonable ability in oral reading. Many times in life, full appreciation or interpretation of material cannot take place unless the material is

read aloud. Enjoyment is enhanced by the sharing of beautiful descriptions, conversations, emotional passages, and poetry. Giving utterance to the words sometimes aids in the interpretation of the thought. An efficient reader must be able to have this means of interpretation and expression. Good oral reading depends upon the factors governing good silent reading and in addition good enunciation, pronunciation, and voice control.

The knowledge of the importance of reading in life and of what constitutes good reading is necessary if one wants to increase his own ability to read well and is of vital importance if one is to help teach children so that they can become efficient readers. Definite ways and means of developing habits of good reading are taken up in the remaining chapters of this book.

QUESTIONS FOR DISCUSSION

1. What constitutes effective reading in life? Why? Illustrate each from your own experience.
2. How rapidly can you read?
3. Watch your own reading for a week. How much of it was silent reading? How much oral?
4. In what ways will this knowledge be of value to you?

PART II

WAYS AND MEANS OF HELPING CHILDREN TO BECOME EFFICIENT READERS

CHAPTER III

HOW THE CHILD CAN BE STIMULATED IN HIS DESIRE AND LOVE FOR READING

BY SURROUNDING CHILDREN WITH READING STIMULI

CHILDREN are constantly exploring and investigating everything in their environment. They bring all of their senses to bear upon a new object, handling it, tasting it, taking it apart to find out all they can about the unknown. These are natural responses due to the stimuli of objects in the child's environment. The so-called "destructiveness" of children is largely a response caused by their curiosity and their desire to know and master everything about them.

Whenever we want to give a child a new experience, this new experience must be brought into his environment directly or indirectly, so that his natural instincts will be stimulated and the right responses made. If a pair of roller skates is placed in the playroom, the child will investigate these and soon learn how to use them. If we want the child living in the Middle West to have an interest in the ocean, it may be impossible to give him the real experience by taking him to the

ocean, but, through pictures, stories, poems, brought into his environment, the experience can be brought to him indirectly.

When we wish to increase a child's appetite, we place tempting foods before him in order that he may be stimulated to eat more. All of these illustrations go to prove that all acts of conduct are responses to some sort of stimulating situation. When a stimulus is received by the nervous system through any of the senses, we are so made that some kind of a response follows. The pathway that this stimulus makes, as it is handed on from nerve to nerve, until it goes out in some kind of a response, is called a "bond." All learning consists in the making and modifying of such bonds.

Some of the responses made as a result of stimuli are practically beyond our control, as the knee jerk and other reflexes. These bonds are already formed when we come into the world. Most responses, however, must be made or modified.

The child was stimulated by the presence of the roller skates to form the bonds necessary for him to learn how to skate. When we want a child to become interested in forming the bonds that are necessary for reading to take place, one of the most effective means is to place reading stimuli in his environment. This may be done in the schoolroom through the use of the following means:

1. Directions or questions written on the board.

Whenever possible in the first grade, directions or questions, such as, "Girls stand," "Come to me," "What shall we sing?" should be written on the board rather than given orally. These directions and questions will give an interest and need for reading and an added opportunity for practice in silent reading. They will furnish a means for the presentation of new words and for the clinching of words already developed.

(For suggestions see page 162.)

2. Greetings. Greetings can be used in the same way and for the same purposes as directions and questions. They furnish, however, greater opportunity for the development of thought and vocabulary. Beginning with a simple greeting, such as, "Good-morning, boys and girls," the greeting can be increased until finally the children will enjoy and be able to read a greeting such as,

"Good-morning, boys and girls.

This is Thursday.

It is a warm, sunny day.

We can play out doors.

We can play Puss-in-the-Corner."

(For suggestions see page 169.)

3. Picture books. Pictures representing child life in various activities, animals and toys, always make an appeal to children. They want to know the names of the pictures and what stories the pictures are telling. A simple sentence, or sentences written or printed below the picture telling the name of the picture, or

a story about it, stimulate the child's desire and love for reading. These picture books could be made by the children in the second and third grade, thus motivating their work in language, spelling, writing, and handwork.

(For suggestions see page 175.)

4. **Library table.** A library table furnished with a collection of miscellaneous books should be in every grade of the elementary school. In the lower grades these books should contain such easy reading material as the child is able to read and is interested in reading during odd moments of the day. The children should be allowed to use these books after the assigned work of the between-recitations period has been completed. This will do away with the usual waste of time during this period. These books should not be those which the teacher uses with children in the recitation period.

In the upper grades, in addition to easy supplementary material, there should be on the library table reference books dealing with historical and geographical material. Copies of the best current magazines will furnish much material along the line of current events.

(For suggestions see page 227.)

5. **Pictures with simple stories attached.** Pictures with simple stories attached may be used on the library table in the first grade. The stories may be made by the children themselves during the language period or by children of the second and third grades.

When made by the first-grade children, the teacher should print or write the story.

(For suggestions see page 175.)

6. Bulletin boards. Bulletin boards can be used to advantage in all grades in the elementary school. The nature of the material placed upon the bulletin board will vary with the interests and maturity of the children. In the first and second grades, the teacher should be largely responsible for the placing on the bulletin board of such materials as,

- A new picture with or without a short story attached.
- Records of birds, flowers, seeds, observed.
- Plans for the celebration of festivals or records of celebrations.
- Plans or records for the carrying-out of an activity.
- Items of current news brought in by the children.
- The best work of the children done in various subjects.

In the middle and upper grades greater responsibility should be borne by the children for the selection of the material and the placing of it on the bulletin board. Groups of children may be held responsible for the bringing-in of material, or committees may be appointed to pass upon material brought in by the whole group.

To stimulate the desire and love for reading, the following types of material might be used:

- Geographical material about places studied.
- Historical material.
- Items of current news.
- Nature-study items.
- Plans and records of activities.

The best work of the children done in various subjects.
Pictures for appreciation and original story-telling.

7. **Picture puzzles with stories attached.** Picture puzzles with stories attached may be used as stimuli for reading. The nature and difficulty of these will depend upon the maturity and interests of the children.

8. **Blackboard or chart stories.** These stories may be based upon some excursion taken, children's toys, pets, games, and other activities in the home or neighborhood. After such stories have been developed as reading lessons, they may be placed about the room and used as material for small reading groups.

9. **Moving pictures or slides.** Visual education is being used more and more as a means of enlarging experience and clarifying ideas. The seeing of pictures stimulates the child to want to know more about the representations shown. This desire he can satisfy by reading the descriptions accompanying the pictures and finding added information in reference books.

BY SELECTING INTERESTING MATERIAL

Varied material, suited to the interests and experiences of children. The careful selection of suitable reading material is one of the greatest means for stimulating the development of an interest in and a taste for good reading. Upon this taste for good reading, Charles W. Eliot, President Emeritus of Harvard, has said depends the uplifting of the democratic masses. Material for reading must be suited to

the interests and experiences of children at every stage of their development in order that a love of reading may be stimulated and that the reader may have the ability to interpret the thought of the selection. As the range of children's interests is great, so material chosen for reading lessons must be very varied. Basal and supplementary books should contain, not only literary material, but selections relating to the world of nature and human experiences. Magazines and newspapers furnish a wealth of good material for reading.

Seasonable material. Teachers must realize that material to be interesting to children must be seasonable. Children want to read Thanksgiving stories at Thanksgiving time. To secure seasonable material, supplementary books along with the basal material must be constantly used. The new readers contain a wealth of varied material interesting to childhood; it remains for the teacher to select and to use this at appropriate times.

Related to other schoolroom activities. Activities going on in other lines of school work should also be a basis for the selection of reading material. While the children are working out a project in geography, part of the reading time may well be spent upon geographical material pertinent to the activity. Oftentimes such recitation periods will be spent by individuals or groups reporting upon or reading related geographical material rather than the entire class reading a uniform selection on the topic.

In the first grade, blackboard lessons made by the teacher and children give greater opportunity to relate material more closely to the interests of particular groups of children than selections found in books. While blackboard lessons should predominate in beginning reading, occasions arise when they can be used to advantage in the second and third grades. For types of material definitely suited for the different grades, see page 160.

BY CREATING A SOCIAL ATMOSPHERE

The social grouping of children. The more natural and social grouping of children, made possible by the movable equipment which is rapidly replacing the old fixed desks and seats, furnishes another stimulus which tends to increase a child's love and desire to read. In life we have all realized how social intercourse is promoted or hindered by the grouping of people. The social grouping of individuals about a fireplace or reading table tends to promote conversation while the straight rows of seats in an auditorium or lecture hall checks any desire to participate in the topic under discussion. If adults are influenced to such an extent by the mere arrangement of groups, how much more so are children. The social feeling created in a classroom does much to foster a liking for subject-matter itself. Let it not be thought that the bringing of children to the front of the room in a social group is a waste of time.

When the room is not equipped with movable furniture, the following means have been found successful in the lower grades, for the forming of a social group:

1. Having children sit on the floor, provided the hygienic conditions are suitable.
2. Using strips of straw matting or a grass rug.
Note: These can be rolled up against the wall when not in use.
3. Using individual grass mats or chair seats.
Note: These can be stacked in a corner of the room and obtained by the children as they come out for the recitation.
4. Using squares of oilcloth or heavy paper.
Note: These can be kept in the children's desks.

The social influence of small groups should also be utilized during the between-recitation period. (See page 121.)

The management of the recitation period. A social feeling can be increased by a more natural way of calling upon children during the recitation period. The old way of calling upon children in rotation was anti-social and often caused inattention to result because the child could judge when he would be called upon to read.

BY THE UTILIZATION OF THE LAWS OF LEARNING

Under the use of reading stimuli as a means for increasing the child's desire and love for reading, the point was developed that all learning consists in the

making and modifying of stimulus-response bonds. If we desire to make the child eager and ready to form bonds necessary for reading, we must know how learning takes place. Just as there are laws governing the natural world, so learning is regulated by laws. These laws are the Laws of Readiness, Effect, and Exercise.

1. **The Law of Readiness.** When a modifiable bond is ready to act, to act gives satisfaction and not to act gives annoyance. When a bond is not ready to act, to be forced to act gives annoyance.

When a boy wants to go fishing, anything that tends to thwart his desire causes great annoyance. This desire for fishing causes the act of digging in the ground for angleworms, walking two or three miles to the brook, and sitting in the hot sun, to be pleasurable, while the same length of time spent in cultivating the garden, which the boy was compelled to do by some one else, would be most wearisome and annoying. A boy will spend any length of time and any amount of effort in perfecting his technique in baseball, in order that he may be able to play on the team. When a girl desires to read a certain book, the act of reading gives satisfaction; not to be able to read the book causes great annoyance. These illustrations show the effect which readiness has upon the formation of bonds, or the process of learning. The problem of the school is to utilize this Law of Readiness to increase the child's desire to read.

In the above illustrations there was some motive

present which caused the carrying-out of the purpose to be pleasurable. To stimulate the child's desire to read, the following motives can be used:

1. To tell the story to an audience, such as, another group, grade, school officers, an assembly, Parent-Teachers' meeting.
2. To cut, illustrate, or model the characters or important parts of the story.
3. To dramatize or pantomime the story.
4. To answer questions, as in "The Town Mouse and The Country Mouse," "Which mouse had the better home and why?"; in "The Kind Old Oak Tree," "Why was the oak tree called kind?"
5. To follow directions for a game or piece of handwork.
6. To improve one's ability and rate of getting thought.
7. To select poems, jokes, or animal stories for a class book.
8. To get information necessary to carry on a project.
9. To get information for all the school subjects.
10. To find the difference in the same story as told in two different readers.
11. To make out questions on important points to ask each other.
12. To find which story would be best to dramatize.
13. To tell stories they have read at home.

Note: These should be censored by the teacher.

If a friend tells you that she has read a new book which is exceedingly worth while because of its delineation of character and use of English, you are at once made eager to read the book. While such an introduction, though effective, may not always be necessary to whet an adult's interest in reading, an introduction to reading material is important in childhood while the reading habit is being formed.

The use of an introduction. No matter how carefully material is selected in relation to interests and needs of childhood, some linking up of the main thoughts of the new material with the child's past experiences is necessary to increase interest in reading. This introduction aids in the "warming-up" period and gets the child into the swing of the material more quickly through his eagerness and readiness to read. Bringing to bear the child's past experiences upon the new material not only increases his interest and readiness for reading, but makes him better able to interpret the thoughts and feelings embodied in the new material.

The introduction should be short, and should lead directly into the heart of the selection without giving away the crux of the story. The use of pictures, real objects brought into the schoolroom, the recall of past experiences through conversation, and the use of excursions are means by which new material can be introduced.

The use of a motive question. Closely following the introduction and growing out of it should be a motive question for reading. This motive will direct interest along definite lines and cause the right mind-set toward the material. The value of such a mind-set is that it urges the child from within to put forth effort to accomplish the purpose of the reading and makes any thwarting of his desire to read annoying.

To cause the child to be eager and ready to read

the stories given below, the following introductions and motive questions might be used:

The Poem, "WISHING"

Introduction and motive question:

Have you ever wished you were not a little boy or girl? What have you wished you were? What made you wish that?

In a poem I have here there are ever so many wishes made, but it doesn't tell us who made them. What would you like to know about this poem?

Child: I should like to know who made the wishes.

Child: I want to know what the wishes are.

HOW THE CHIPMUNK GOT HIS STRIPES

Introduction and motive question:

What is this a picture of? (Teacher shows a picture of a red squirrel and one of a chipmunk.) What is the easiest way to tell a chipmunk from a red squirrel? We have a story in our books that tells how the people of India think the chipmunk got his stripes. Let us read and find out how they think he got them and why.

THE COMING OF ARTHUR

Introduction and motive question:

What is the ruler of our country called and how is he chosen? Are we ever without a ruler? What is England's ruler called and how is he chosen? One time in England, so the story runs, there was no king. Find out how this happened and how the people finally knew who their rightful king was.

2. **The Law of Effect.** In the illustration of the boy trying to develop skill in baseball, his mind-set was caused by the desire to become one of the team. This mind-set made him ready and eager to do the practicing necessary to attain this desired end. When

he found in practicing that certain of his movements caused the ball to make the desired curves, pleasure resulted and he tried to produce the same movements again. Other movements, resulting in the throwing of poor balls brought such annoyance that the boy tried to eliminate these.

The recognition of a successful play by his fellows produced added satisfaction and was an additional incentive for him to try and repeat the successful plays. Condemnation by his fellows caused such annoyance that it was an additional incentive to eliminate all such plays. Thus learning took place because bonds were strengthened or weakened as satisfaction or annoyance resulted. This is an illustration of the second Law of Learning, the Law of Effect. A modifiable bond is strengthened or weakened according as satisfyingness or annoyance attends its exercise. This Law of Effect must be utilized if the child is to be stimulated in his desire and love for reading.

The use of an introduction and motive. By making the child ready and eager to read through the use of an appropriate introduction and motive, much has been done to cause reading to be satisfying. This satisfaction will result in the strengthening of the reading bonds.

Recognition of effort and achievement. In addition to the satisfaction resulting from the child's success in answering his purpose, additional satisfaction can be given him through the recognition of his efforts and achievements by his classmates and teacher.

The use of the individual graph. Besides the use of the introduction and motive and the recognition of effort and accomplishments by classmates and teachers, the Law of Effect can be utilized by the use of the individual graph. In this individual graph, the child's success or failure is indicated by the ascending or descending line. Satisfaction results to the child when the line ascends, annoyance accompanies the descending line. The joy felt in the ascending line becomes a further incentive for renewed effort and so successful reading bonds are strengthened. The annoyance accompanying the downward curve causes the child to determine to eliminate or overcome those habits or bonds which caused the descent of the line.

For use of the individual graphs to stimulate certain definite habits, see Chapters VI and X.

The use of the class graph. The class graph can be used to show the median of class achievement as well as the highest and lowest individual score for the day. The line designating the class median does not show the individual achievement of each number of the group, but allows for comparisons between classes in the same school or different schools. The use of this graph fosters loyalty to the class as a whole. Each child should be made to feel that he is a part of a distinct social group to which he must be loyal. He can first of all be loyal only if he is doing his best to make a good record for his room in the regular

HOW TO TEACH READING

GRADE RECORD

Grade III B.

Date of Test October 13, 1921

Pupil No.	Name	Rate of Reading per min.	Questions answered in 5 min.	Index of Comprehension
1	H—C—	213	50	98
2	R—T—	196	46	93
3	R—S—	170	20	57
4	D—M—	163	51	84
5	A—A—	159	34	90
6	H—M—	159	26	90
7	B—K—	146	38	91
8	L—T—	140	27	100
9	F—L—	137	27	41
10	E—C—	137	34	74
11	E—F—	137	18	75
12	H—W—	133	26	82
13	G—B—	132	22	77
14	T—L—	127	24	92
15	V—P—	125	28	88
16	C—B—	123	22	90
17	J—M—	120	18	90
18	M—I—	119	40	92
19	H—F—	114	18	70
20	H—H—	111	21	81
21	A—J—D—	106	25	96
22	S—H—	103	18	94
23	G—G—	102	25	91
24	D—D—	100	29	90
25	M—M—	100	27	59
26	E—L—	98	18	75
27	L—S—	91	16	64
28	C—G—	89	20	88
29	B—G—	89	13	64
30	J—R—	86	21	52
31	D—M—	83	20	33
32	M—G—	82	17	58
33	A—F—	79	24	41
34	R—S—	78	20	70
35	H—B—	77	21	77
36	B—M—	77	19	64
37	E—T—	76	27	69
38	M—D—	76	20	82
39	V—P—	74	34	45
40	M—G—	74	25	70
41	E—H—	57	24	40
42	A—C—	52	7	0
43	R—H—	51	14	72
44	K—J—	40	11	40
45	G—N—	32	5	100
	Median	102	24	79

THE LAWS OF LEARNING

27

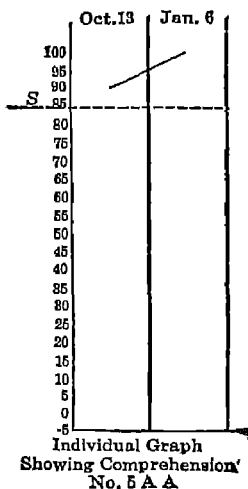
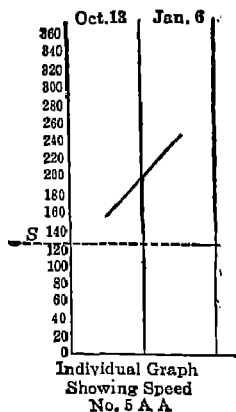
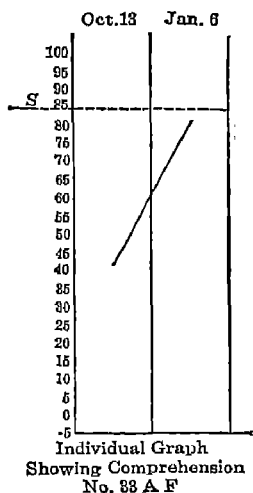
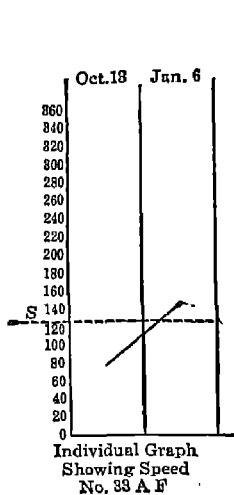
GRADE RECORD

Grade III B.

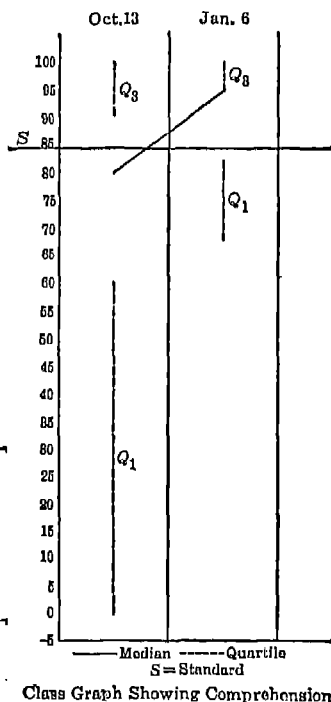
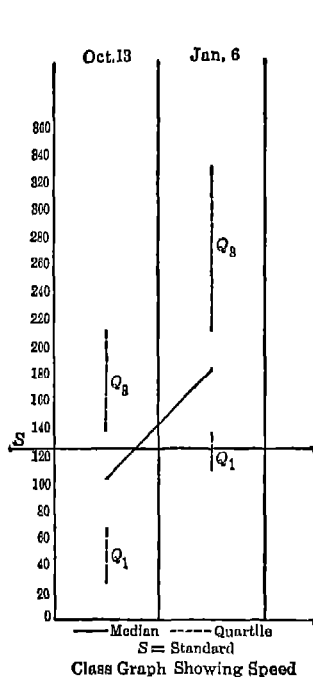
Date of Test January 6, 1922

Pupil No.	Name	Rate of Reading per min.	Questions Answered in 5 min.	Index of Comprehension
1	H— C—	323	51	100
23	G— G—	297	37	96
42	A— C—	288	51	70
4	D— M—	264	54	98+
16	C— B—	239	30	97
2	R— T—	233	44	100
9	P— L—	230	30	80
26	E— L—	225	24	95.2
5	A— A—	224	35	100
21	A— J— D—	214	30	100
19	H— F—	212	30	78+
14	T— L—	211	36	97
3	R— S—	210	25	95
11	E— F—	200	26	82
18	M— I—	199	40	92
13	G— B—	197	25	100
12	H— W—	193	26	100
6	H— M—	192	44	95
27	L— S—	189	27	100
10	E— C—	186	36	97
8	L— T—	186	34	97
31	D— M—	184	24	66
15	V— P—	183	38	90
7	B— K—	180	40	96
24	D— D—	166	39	97
25	M— M—	162	31	90
41	E— H—	161	28	74
22	S— H—	158	37	100
20	H— H—	157	26	84
28	C— G—	153	28	91
34	R— S—	153	27	100
33	A— F—	141	28	80
30	J— R—	140	32	76
43	R— H—	136	21	81
17	J— M—	132	23	91
36	B— M—	130	23	72
39	V— P—	129	24	95
38	M— D—	128	20	92
29	B— G—	127	38	92
40	M— G—	122	28	96
32	M— G—	119	24	80
35	H— B—	113	26	91
45	G— N—	113	25	100
37	E— T—	105	40	69
44	K— L—	100	29	67
	Median	184	31	95

HOW TO TEACH READING

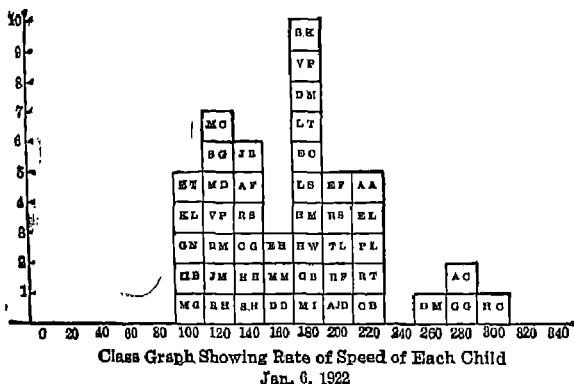
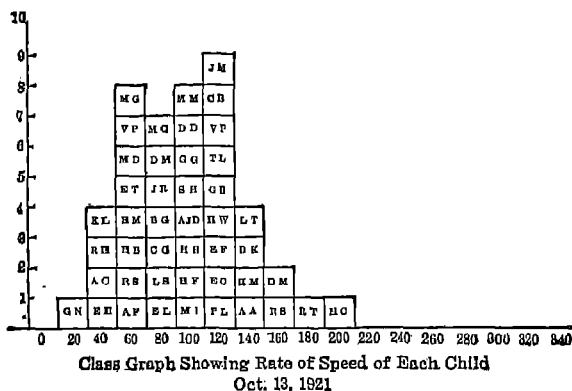


school work. The annoyance caused by having his record placed as the lowest on the chart is a sufficient incentive for a child to strive to do better work and eliminate those habits or bonds which caused his failure. The class makes the members doing the



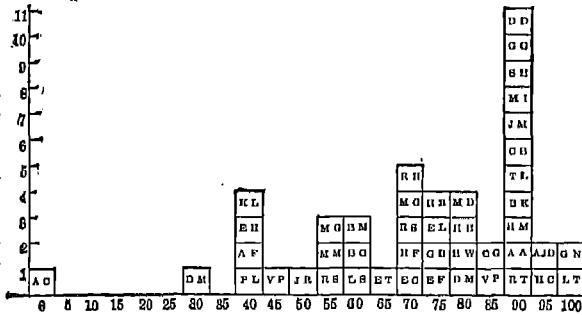
poorest work feel that they must improve in order to raise the score of the group. The feeling of joy that comes from having the highest score for the day and the approval of his classmates for such a record makes

the student strive to attain still greater achievements, and thus successful habits or bonds are strengthened.

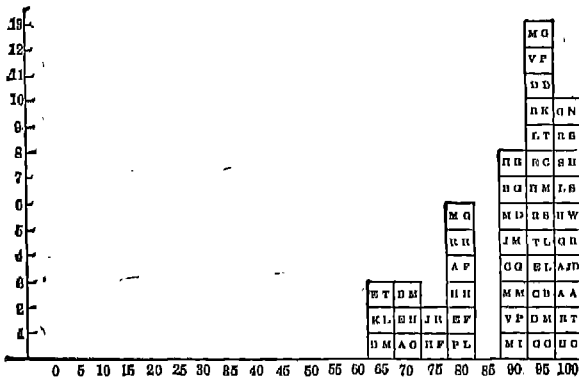


3. The Law of Exercise. In the illustration of the boy trying to perfect his technique of pitching in order to get a place on the team, we saw how the mind-set toward his purpose caused him voluntarily

to practice day after day and week after week. We saw how the inward pleasure derived from successful plays and the approval of the group caused desirable



Class Graph Showing Comprehension of Each Child
Oct. 13, 1921



Class Graph Showing Comprehension of Each Child
Jan. 6, 1922

habits of pitching to be exercised day after day and undesirable ones to be eliminated. Without the constant exercise of the bonds which gave pleasure

and the disuse of those giving annoyance, habits or bonds necessary for pitching would never have been formed. This shows the operation of the third Law of Learning, the Law of Exercise. Exercise, attended by pleasurable results, tends to strengthen bonds, disuse to weaken them.

The easy mastery of the mechanics of reading is absolutely necessary in order that the child may desire and have a love for reading. This mastery can be secured only through much practice or drill. Unless, however, the drill or exercise is accompanied with pleasure and urged from within, as was the case of the boy practicing ball-pitching, habits or bonds necessary for the mastery of reading may not be established and a positive dislike for reading may result.

The use of the right type of drill. The problem of the school is to secure exercise or drill in such a way that pleasure results and easy mastery of the mechanics of reading is gained. Exercise to be satisfying and therefore effective must:

1. *Be recognized by the child as a necessary step to a desired end.* When the child feels the need of such drill for the accomplishment of his purpose, the "drive" is from within, consequently much effort is put forth, attention is concentrated, and mastery easily gained. Frank M. McMurry says: "The healthiest provision for motive in drill is found in the recognition of a given drill as a necessary step toward

the accomplishment of some already greatly desired end."

2. *Be given after the thought has been secured and not before.* After an introduction to a reading lesson has been given and a motive set up, the child's mind-set is toward the answering of his purpose. Universal difficulties should, therefore, be developed by the teacher before the child attempts to read, in order that his interest and ability in getting the thought will not be checked and annoyance, causing a dislike for reading, result. After the child's purpose has been answered through reading, attention can then be given to fixing any universal or individual difficulty which the child has encountered. The mastery of these forms can be accomplished easily at this time, as their meaning has been secured and "meaning alone fixes form."

3. *Involve variety.* Pleasure, interest, and attention are aroused through variety of ways of conducting drills. The same kind of drill carried on day by day causes a decrease in interest and attention and therefore such drills are less effective. Games involving variety and the play spirit are one of the best means of securing effective drill. For suggestions see page 88.

4. *Be short.* Concentration of attention is necessary for the successful carrying on of drills. To quote again Frank M. McMurry: "We must remember that even under the most favorable circumstances, children

cannot long remain alert on subject-matter that lacks intrinsic interest. Drills, therefore, must be short."

5. *Be in as natural a situation as possible.* One cannot learn to swim on land. Swimming bonds can be formed only in the water. This is true of all bond formation. Bonds must be formed and exercised in situations similar to those in which they are to be used. Isolated words are not met with in life, but are seen in context. Drill, therefore, should not be given on words presented in lists but in context. See, also, "Eye-Span," page 52, and "Thinking," page 35.

QUESTIONS FOR DISCUSSION

1. How can the child be stimulated in his desire and love for reading?
2. Why is it advisable to surround the child with reading material? How can this be done?
3. What effect does a social atmosphere have upon reading? How can this be secured?
4. What are the Laws of Learning? Illustrate the operation of each from your own experience.
5. How can the Law of Readiness be utilized in reading?
6. How can you utilize the Law of Effect? The Law of Exercise?
7. Which is the most important of these laws? Why?
8. What causes you to do your most thoughtful reading?

CHAPTER IV

HOW THE CHILD'S ABILITY TO GET THOUGHT IN READING CAN BE DEVELOPED

"READING is thinking under the stimulus of the written or printed page." If this important school subject is to be taught aright, ready knowledge of what thinking involves is necessary. Let us examine a common example of thinking.

What thinking involves. Last summer you decided to attend a certain university. This decision was made voluntarily upon your part, because you felt the need of help in regard to the teaching of English. The problem then arose as to what courses you should take while at the university. You secured a catalogue and checked a number of courses which you thought, from the titles, might be helpful. More careful selection, however, had to be made, as you were allowed to take only three courses. To do this you read the synopsis of the different courses more carefully, talked with people who had been at the university, and finally chose the three which seemed most promising. After reaching the university, you consulted with the professors who were to give the courses you had selected, to test the wisdom of your choice. The instructors asked you what you hoped to get from the courses and gave you a more detailed outline

of points they expected to cover. Further testing of your selection followed in the taking of the courses and application of the help secured during your school work this year.

Steps in thinking. In this illustration of purposeful thinking we find the following steps present:

1. The problem of selecting helpful courses started the thinking process.
2. You checked possible courses.
3. You examined the courses checked and finally selected those which seemed to meet your needs most fully.
4. You tested your judgment in the selection of courses by consulting the instructors, taking the courses, and applying the help received.

These steps are present in all purposeful thinking of the simpler type. In a more complicated situation, the location of the problem comes between the problem which started the thinking and the arising of possible solutions.

Comparison of an adult's and a child's thinking. Let us examine a child's thinking and see if the same steps are present. A box known to contain candy was placed on a shelf out of reach of a three-year-old child. The child stood on his tiptoes and found that he could not reach the desired box. He looked about and finally carried over to the shelf the footstool which his mother used when she watered the hanging plant. By standing on this he succeeded in getting the box of candy. In this common illustration we note: (1) The start of the child's thinking, as shown by his

activity, was the problem of securing the candy. (2) The child saw, as he looked about, various objects upon which he might stand to reach the coveted box. (3) He chose from among the objects the one which he had seen used successfully in a similar way. (4) He stood upon the footstool and tested the wisdom of his selection.

When a more complete study is made of the process of purposeful thinking it will be found, as was shown in the above illustration, the following steps are present:

1. A problem, question, state of doubt, or a forked-road situation, which must be met.
2. The arising in the mind, due to past experience and prior knowledge, of possible solutions of the problem.
3. The selection and development by reasoning of the most promising solution or solutions.
4. The further testing of the selected solution in relation to the problem.

While the same steps are present in the adult's and child's thinking we find the following differences:

1. The child's problem is simpler than that of the adult.
2. A shorter time must be required for its solution.
3. The little child uses objects with which to solve his problems rather than ideas which are the means used in the solution of the adult's problems.

In both the child's and adult's thinking the problem:

1. Started the thinking.
2. Guided the process of thinking.
3. Fixed the end of thought.

Characteristics of problems that cause purposeful thinking. In the illustration of the selection of

courses to be taken at the university we find that the problem was initiated by the one desiring to attend the university. Sometimes, however, problems are suggested to us by others which we feel to be so worth while that we at once adopt them as our own.

If the problem of selecting courses was suggested to one who was interested in a different line of work and who was not contemplating attending a university, this problem would not be adopted by that individual as his own and thinking would not result. The problem of selecting courses to help particularly in the teaching of English was very definite so that more careful selection was necessary, and more pointed thinking resulted.

If this identical problem were presented to the same individual day after day, interest would not be present, concentrated attention would not result, and thinking would not be necessary for its solution. All problems to stimulate purposeful thinking must present an element of newness.

Problems to call for purposeful thinking, therefore, must possess certain characteristics. They must:

1. Be initiated or adopted by the self.
2. Be related to one's experiences.
3. Be definite.
4. Have an element of newness.

THE USE OF MOTIVE QUESTIONS IN READING

If reading is to be thinking under the stimulus of

the written or printed page, then the purpose, which is the start of all thinking, is of vital importance in developing the child's ability to get thought in reading. As in thinking, the purpose or motive for reading will not only furnish the motive power for reading, but will guide the process, will be the basis for the selection and organization of facts in relation to the purpose, and will constitute the goal or end point in reading. The purposes which motivate reading must:

1. Be initiated by the reader, or if suggested by others the purposes must be so interesting that they are adopted by the reader as his own.
2. Be related to the reader's experiences in order that interpretation of the material may be possible.
3. Be definite.
4. Contain an element of newness.

The same question used day after day in reading will not arouse interest. If the child is familiar with the material to be read, there can be no thought questions used as motives for reading. The practice of telling the main ideas of the story, before the child is allowed to read, is, therefore, to be questioned. While familiarity with the content of reading material is necessary as an approach to reading, continued telling of the stories after a child has a working vocabulary of about fifty words is of doubtful value, as reading then cannot be thought-getting. We know ourselves how being told the plot of a story or play takes away from our interest in reading or seeing the production.

The material, however, must be related to the child's experience and must not present too many new words. As was suggested in Chapter III this material must be further related to the child's experience through the use of an introduction. New and difficult words should be developed in sentences or phrases before reading is attempted. (See page 101.) The re-reading of material can be accomplished under the stimulus of different motives. (See page 21.)

The amount of material read to answer a motive question will vary with the power of the children, the nature of the material, and the amount of time devoted to the reading period. As was seen in the illustration of the thinking of the little child, purposes cannot be held in mind a long time, but must be capable of being answered quickly. Therefore, with the little child in beginning reading, care must be taken that thought questions or motive questions of too large a scope are not given.

In beginning first grade, subordinate thought questions will need to be asked in addition to the motive question involving the main idea of the day's lesson. At first, a thought question for each sentence is necessary. These should soon increase in scope so that a group of related sentences must be read in order to answer the question. Finally the child should be able to keep in mind the main question which will call for the silent reading of an entire story, division, or chapter of a story, without the use of any subordinate questions.

“Time spent by the teacher in studying the motive for a lesson or series of lessons is time well spent; the alert, attentive work of the pupils as they press forward under the stimulus of an appealing motive proves this.”¹

THE EXERCISE OF JUDGMENT IN READING

In the illustration of the teacher selecting courses at the university to meet her need for help in the teaching of English, judgment played an important part in the third step of the thinking process, namely, the selection of the most promising courses. Evaluation of these courses was also required as she read over the synopses of the courses, and talked with various people about the work in order to make her final selection. Further weighing of the value of these courses in the light of her purpose was carried on in the fourth step of the thinking process, namely, the testing of the wisdom of her selection.

Unless one has the ability to evaluate the worth of material read, reading, as thinking, cannot take place. Reading requires the ability to see relationships existing between facts themselves and the relationship these facts bear to the purpose for which you are reading. Newspapers, magazines, and books present so many conflicting points of view that the reader must be able to discriminate among these, must evaluate them, and must make his own deductions.

¹ Rapeer, *Teaching the Elementary School Subjects*. Charles Scribner's Sons, publishers.

While the adult reader is able to select essential points in relation to his purpose and evaluate them as he reads, the immature reader, without experience and training, is unable to do this. The school, therefore, should provide such training in judgment that the habit of judging material will be formed. "Good judgment consists largely in the proper appreciation of relative values; and since that is one of the very prominent factors in successful living, as well as in study, it is one of the most important abilities for the student to cultivate."¹

The use of judgment questions. Through the use of the motive, which provides the basis for the selection and evaluation of facts, one provision for the exercise of judgment has already been made. The answering of motives which are of interest to the reader (the Law of Readiness) will cause such satisfaction to result (the Law of Effect) that judgment bonds are strengthened. Judgment and thought-getting can be further stimulated by the use of additional questions given after the motive question or questions have been answered; such as:

1. Was this a good name for the story? Why?
2. Find or read the part that tells ———.
3. What was the main idea in that paragraph?
4. What ought you to know in order to appreciate this story more fully?
5. Could we use this story or poem at our Easter entertainment?

¹ From *How to Study*, by Frank M. McMurry. Quoted by permission of the publishers, Houghton Mifflin Company.

6. In what paragraph is told the most important happening in the story?
7. What other name can you think of for this story?
8. What story does this remind you of? Why?
9. Read the most amusing, or exciting, or pathetic part, or the part you like best.
10. Why did you like John's reading?
11. How do you think John could improve his reading of that part?
12. What is the main thought in this story?
13. How far would you read to tell certain portions of the story?
14. What do you think of certain characters?
15. Was that a wise thing for the character to do? Why?
16. Why was this selection put in this book?
17. Is the story reasonable? Why?
18. What was the main characteristic of ———?
19. How would it be best to treat this selection?
20. What parts do you think it would be well to read? Tell?
21. What did you most admire in certain characters?
22. How can you make use of these facts?
23. How will this material help us to answer our problem in history or geography?

The conduct of the recitation period. Further opportunities may be given to stimulate the exercise of judgment through the use of the general conduct of the reading period by:

1. Having the children decide, sometimes, how to conduct the reading period.
2. Not letting children know who will be called on to read or tell what he has read.
3. Letting them determine the amount necessary for them to read in order to answer the question, rather than waiting for the teacher to say, "That will do."
4. Turning the treatment of a lesson over to groups of children to see which will have the most interesting treatment.

Note: Pupils must have had experience with different treatments of lessons before this should be done.

5. Holding children responsible for the correctness of answers to questions.
6. Having children decide whether they speak loudly and distinctly enough to be heard by all.
7. Having suggestions for improvements as well as commendations given by children.
8. Letting each child judge whether his conduct was in line with the best interests of his fellow classmates.
9. Having them decide when the class is attentive enough for them to recite.
10. Having questions which will regulate the amount to be read or told, rather than having the teacher say, "That will do," "You may sit," or "Next."
11. Having the children tell what certain paragraphs are about rather than having them read aloud.

THE ORGANIZATION OF MATERIAL IN READING

In order that the ideas gained from reading may be used — that is, "turned to account in the accomplishment of purposes, whatever they may be, or made to function in one's daily adaptation to physical, moral, and religious environment"¹ — it is necessary that the reader be able to organize the material read. Organization of ideas in reading is necessary because:

1. Greater insight into facts is gained as the relationships between facts are more clearly seen.
2. Duplications and omissions are avoided.
3. Memory is assisted as more thought associations are formed.
4. Ready command over facts is gained, so that the use of them is facilitated.

¹ From *How to Study*, by Frank M. McMurtry. Quoted by permission of the publishers, Houghton Mifflin Company.

Training in organization is another means, then, by which the child's ability to get thought can be developed.

The motive question. The thought question, used as a motive for reading, should bring out the heart of the story. Large points leading up to the main point of the story should be brought out through the use of questions. After the material has been read in relation to thought questions, questions should be asked which call for the re-reading of larger groups of related sentences or the reproduction of the main ideas in them. Such questions could be used as:

1. Tell me what you saw in the first picture. The next.
2. How many pictures do you see in the story? Name them.
3. Read me all the sentences that tell ———.
4. How many characters are necessary to play the story?
5. Into how many acts would you divide this story?
6. To illustrate this story how many large pictures would you have to make? Draw them.
7. Make out questions calling for the main points in the story.
8. Make an organization of the story to help in the reproduction.
9. Write out the *marginal headings* for this lesson.
10. Make out chapter headings for this story.
11. Rename this story.
12. What was the central thought in this lesson?
13. What adjectives would you use to describe this character? Prove that you are justified in using these adjectives.
14. What main answers to our question (motive question) have we found so far?
15. Give a brief summary of points already taken up.

16. Indicate in your book where the —— point (or picture in the lower grades) begins and ends.
17. Read or tell all that pertains to a certain point, as "How marble is quarried."
18. Name the point discussed in a certain paragraph or group of paragraphs.
19. Did Bob read more or less than he should have to tell —— ?

The lesson assignment. The character of the lesson assignment will largely influence the type of organization which results. In the use of geographical material for reading lessons, if the assignment is to find out all that is given in relation to the location, size, climate, and product of a country, relationships of facts will not necessarily be seen, but mere pigeon-holing of facts will result. This is not organization. If, on the other hand, the assignment is to discover "Why is England a manufacturing country rather than an agricultural one?" facts in regard to location, size, climate, and products will be gained, but in addition the relationships of these facts to each other and to the activities of man will be seen.

. If the assignment of a reading lesson is to "read pages 6 and 7," or "take the next selection in the book," there is no basis given for the selection of facts and all facts will be considered of equal value.

The number and type of questions asked. The number and type of questions asked by the teacher is another important factor in giving the child the ability to organize and get thought from his reading. The

number of questions necessary to bring out organization of subject-matter will depend upon the power of the child and the nature of the material being read. More questions will necessarily have to be asked in dealing with reading in the lower grades in order to check whether thought has been gained and because ability to hold larger units of thought in mind comes with training and experience. The teacher, however, should use questions of as large a scope as the child can handle. If the teacher's questions call merely for reproduction of isolated facts, neither the ability to organize nor the ability to think will be developed.

The conduct of the recitation. Organization is defeated when the selection is read paragraph by paragraph or the teacher tells the children when to begin and when to stop, often breaking the thought in so doing. The amount that each child reads should be regulated by a thought question. The child should be held responsible to judge how much should be told or read to answer a question.

THE RIGHT TYPE OF DRILL

Drill either promotes or hinders the development of thinking. "Mechanical drill may give results most quickly and yet strengthen traits likely to be fatal to reflective power."¹ Drill of the right type, however (see page 32), which emphasizes the thought side rather than the form side, aids the child in the ability

¹ John Dewey, in *How We Think*. D. C. Heath & Co.

to get the thought from his reading and also gives the necessary command over the mechanics of reading.

In order that the thought side may be emphasized, drill upon new and difficult words should be had in their context. Instead of calling for the child to point out the word "black," have him find in the sentence the word that tells of what color the cat is.

The judgment and organization questions already given furnish much drill on the thought side. In addition other questions or directions may be used; such as:

1. Find the part that tells ———.
2. Find all the "old friends" on this page.
3. Read the sentences in which they are found.
4. Read the part that gave you trouble.
5. Find the part that is most difficult.
6. Find the word ——— as many times as it occurs.
7. See if you can read conversational parts more as the characters said them.
8. Find all the sentences that are about ———.
9. Find a sentence which tells an important fact and then read all the sentences which lead up or grow out of such a sentence.
10. Read review lessons with different motives.
11. Find answers to questions asked by other children.
12. Dramatize stories.
13. Read stories written by the teacher using words that are giving difficulty.

THE RIGHT TYPE OF SEAT WORK IN READING

The seat-work period offers further opportunities to aid the child in his ability to get thought in reading. This period offers various ways for the use of the

material which may be found under Suggestions for Group Work (page 121) and Suggestions for Individual Work (page 117).

QUESTIONS FOR DISCUSSION

1. Give an illustration of your own purposeful thinking indicating the different steps in the process.
2. Give an illustration of a child's thinking.
3. Discuss the main differences in the two illustrations.
4. What characteristics must problems possess? Prove the value of each.
5. A fifth-grade class was given a motive question for the reading of each paragraph of the material. Criticize this.
6. Why is judgment necessary in reading? How can this be developed?
7. Prove the value of organization in reading.
8. Take any selection and show opportunities for the use of judgment and organization.
9. How will the ability to judge and organize help in other subjects?
10. What movements do you make in silent reading?
11. How do you recognize words?
12. In your own reading what do you do when you come to a word you do not know?

CHAPTER V

HOW THE CHILD CAN GAIN COMMAND OVER THE MECHANICS OF READING

A CHILD cannot get thought from his reading, no matter how great his desire or love for reading may be, unless he has command over the mechanics of reading. In order that we may be able to help the child gain this mastery, it is necessary for us to know what the complex process of reading involves.

THE WORK OF THE EYE IN READING

While the average adult is unconscious of the movements of his eyes in reading, recent experiments have shown us the value such knowledge may be to a mature reader, in showing him how to increase his own efficiency in reading. Such knowledge is also fundamental to one who is helping children form correct habits of reading. It makes it possible for one to decrease the eye-strain caused by the artificial reading process and to increase the speed of silent reading.

Scientific investigations, made possible through the use of delicate mechanical apparatus, have shown the following facts in regard to the work of the eye in reading:

1. The eye moves in a series of sweeps or jerks across the

page from left to right, returning to the beginning of the next line in an unbroken sweep. Seeing or reading takes place during the fixation pauses which occur between these jerks or sweeps. The number of fixation pauses is determined by the nature of the material, the purpose for which it is read, and the individual's rate of reading.

2. Almost the entire reading time is consumed by the periods of fixation.
3. We are limited in the amount we read during fixations because of the structure of the eye and the inability of the mind to interpret but so many unrelated impressions at once. The reduction of the number and duration of fixations is of great importance in reducing eye-strain and increasing rate of reading. The number of fixation points can be reduced by the widening of the recognition span; that is, the amount of material taken in during one sweep of the eye.
4. Regressive movements of the eye causing refixations, are due to:
 - a. The return sweep of the eye, failing to carry the fixation back to the first word in the line, and thus an additional refixation is necessary to make the initial part of the line clear.
 - b. Lack of word knowledge.
 - c. The failure to get a clear perception of the meaning, and so the eye moves back and forth over the part that causes the difficulty.
5. With fairly uniform material, the eye falls into a rhythmic habit of moving across the lines making approximately the same number of fixations per line.

The greatest practical use of this knowledge should be made by the teacher of beginning reading in order that right habits may be formed from the first. Remedial measures, based upon these facts, will be of value where bad habits of reading have been formed.

In developing habits of right eye-movements in the

lower grades the following suggestions should be kept in mind:

1. Silent reading must precede any attempt to read aloud in order that attention may not be divided between the interpretation of the thought and its expression.
The number and duration of fixations is greater in oral reading. Visualization is impeded in the case of oral reading by the more cumbersome process of vocalization.
2. Beginning reading should proceed from a sentence or group of sentences to the phrase, then the word, and finally the phonetic elements.
3. New and difficult words, taken in the phrases or sentences in which they occur should be developed before silent reading is attempted in order that:
 - a. Interpretation of thought may not be checked.
 - b. The rhythmic movements of the eye may not be interrupted.
 - c. The number and duration of fixation pauses may not be increased.
 - d. Regressive movements may not be required.
4. The use of the introduction and motive question causing interest, attention, and mind-set will tend to pull the eye along and aid in quickness of interpretation, thus decreasing the number and duration of fixation pauses.
5. Drill on words should be in context, not in isolation, in order that:
 - a. Meaning may help fix the form of words.
 - b. The habit of taking in as much as possible at a single glance be not weakened.
6. The form in which the material is expressed is of vital importance in aiding the formation of good eye-movements. The following points should be observed:
 - a. In beginning reading the lines should be short and of uniform length in order that the rhythmic habit of eye-movements can be established.

- b. In beginning reading phrases should not be broken at the end of the line, as this would tend to cause regressive eye-movements.
- c. In beginning reading words should not be separated unduly, as the length of the perceptual span would be decreased.
- d. In beginning reading words should not be thrown into relief by the use of colored chalk, as the number of eye-sweeps will be increased.
- e. Lines should not be broken by pictures.
- f. The size of the type, the space between the lines, and the illumination should be regulated by the maturity of the children.
- g. The paper used for reading material should be thick, unglazed, and cream-white.

HOW WORDS ARE PERCEIVED IN READING

The psychologists have not only discovered what constitutes the work of the eye in reading, but also how words are perceived. A child learns to recognize an object, as a house, by its general form. He does not see at first that it is composed of so many doors, windows, and roof. So in the recognition of a word, it is the general form which causes its recognition. The distinct character of a word is determined by the letters of which it is composed, the most significant of these being the first letters in the word and the extended letters. These are called "determining" or "dominating" letters. The upper half of the word is more important in word recognition than the lower half. The length of the word does not regulate its difficulty, in fact variation in length makes word recognition easier.

Perception in reading is not limited to words. Phrases and short sentences can be recognized as quickly as a single word. This depends upon the width of the perceptual span which can be greatly increased by proper training. Experiments have proved that quick perception of as large units as possible aids in grasping the meaning of material. As has been stated, perception occurs during the fixation process.

The perception that occurs therein is of two kinds, foveal and peripheral. The area that can be grasped by foveal vision in any one fixation is relatively small. Only about five letters will be "unequivocally clear" when the eyes are held quite stationary. The adjoining letters will not be so sharply defined, but will shade off gradually into a hazy outline, growing fainter and fainter as they recede from the foveal area. These letters are grasped only by peripheral vision. The area of peripheral vision is consequently much larger than that of clear vision. The number and duration of pauses per line and the speed of reading in general are thus seen to be conditioned to a considerable degree by the effective utilization of extra-foveal vision.¹

To develop peripheral vision and enlarge its area in order that habits of effective reading may be developed the following points must be observed:

1. A short sentence should be the smallest unit presented to the child in beginning reading. Later, attention may be called to its phrases, words, and finally parts of words.
2. Little or no attention should be paid to the "little words"; such as *the*, *and*, *in*. These words have no characteristic form and have no definite meaning.

¹ O'Brien, in *Silent Reading*. Used by permission of The Macmillan Company, publishers.

3. Pointing to individual words during the reading process should be condemned.
4. Drill should not be given upon words in isolation, but in context.
5. Phrase cards rather than word cards should be used for drill.
6. In blackboard and chart work, the motor sweep of the arm under phrases or short sentences helps in increasing the visual span.
7. The child's mind should be prepared for the material he is to read through the use of an introduction and motive.
8. Difficult words should be developed in sentences or phrases before the child attempts to read.
9. Silent reading should always precede oral reading.
10. Words presenting similarity in general form should not be developed in the same lesson.

HOW WORDS ARE FIXED

In order that the reader may be able to recognize the words so unconsciously that attention can be centered on the interpretation of their meaning as they fit into the material at hand, words must be presented many times. "The process of learning words in the early reading exercises will be facilitated by presenting them in sentences or longer passages, and by concentrating attention on the meaning of what is read."¹ It must be remembered that, while recognition of the word is through its dominating letters, meaning alone fixes the form.

In order that the meaning of the word may be

¹ *Twentieth Yearbook of the National Society for the Study of Education*. Published by the Public School Publishing Company.

instantaneously recalled when the word is perceived, the factors conditioning recall must be known and utilized. The native power of memory cannot be changed, as it is due to the original nature of brain tissue. The skill with which one uses whatever power he has, however, can be greatly modified. The two factors which condition the recall of a fact are:

1. The number of associations or clues which it has.
2. The depth of an impression.

Number of associations. Provision for number of associations, to be made through thinking, should precede any attempt to fix the material by means of drill. Numbers of associations between the word and its meaning can be formed by presenting the word in many different situations rather than having drill upon the word in a single situation. This can be done through the use of:

1. Blackboard and chart units involving the use of the word in different settings.
2. Supplementary reading material.
3. Various reading stimuli (see page 11).
4. The between-recitation period (see page 116).
5. Subject-matter of other studies.

The depth of an impression. The depth of an impression is secured through the right kind of drill. It is necessary for the photographer to put his slides through a fixing bath in order that the impression on the plate or film become permanent. It is equally

necessary that associations be fixed through repetition. In order for drill to be effective:

1. The conditions under which the drill is carried on must be as normal and lifelike as possible. "Practical skill, modes of effective technique, can be intelligently, non-mechanically used only when intelligence has played a part in their acquisition."¹
2. The child should have a motive for learning the material which will insure interest and concentrated attention. This motive may be:
 - a. Recognition of the given drill as a necessary step to gain a desired end.
 - b. Emulation.
 - c. Self-competition.
 - d. The desire to coöperate.
 - e. Natural interest in the subject-matter.
 - f. To answer a purpose or felt need.
3. Drill must be individual in character. It must be conducted as nearly as possible according to each child's needs and particular abilities.
4. Frequent repetitions should be had shortly after the material has first been developed.
5. The periods should be short and make use of the play instincts of the child.
6. No stated amount of repetition should be required, but each should be held responsible under the guidance of the teacher to determine the amount of repetition and time he needs to spend upon a lesson in order to recall it. This the child can do by forming the habit of recalling the material by questions he asks himself.
7. Use should be made of the Law of Effect.

"A feeling of satisfaction should accompany every drill period and a feeling of discontent should follow every unsuccessful effort. It must be quite generally conceded that responses, or reactions, in order to be often repeated, must be pleasant to the performer, and it is equally true that unsuccessful or unpleasant re-

¹ John Dewey, *How We Think*. D. C. Heath & Co., publishers.

sponses tend to be sloughed off, or eliminated. One of the chief characteristics of successful drill work is repetition, not meaningless, thoughtless repetition, but clear-cut, vivid, and interesting repetition. If a feeling of dissatisfaction or annoyance accompanies a series of efforts, it will not be often repeated. Now, if this repeated activity is to be voluntarily realized, which, of course, should be the case, only one alternative remains open for the educator: namely, make drill work interesting in itself. Let the results of the activity be an incentive to further effort. Let the process of the development of skill be inviting to the learner. Pleasure brings success, and success spurs the learner on to greater effort, while unpleasant duties or activities have a depressing and retarding effect."¹

For ways of conducting drill see page 48.

HABITS OF ATTACKING NEW WORDS

The child must not only have the ability to recall the meaning of words already developed, but he must have the ability to attack new words in order to get the meaning and pronunciation. It has already been advocated that the teacher in the lower grades, after introducing the lesson and setting up a motive for reading, develop the universal difficulties involved in a lesson. In this way it is possible to set a standard for the child's attack on new and difficult words.

The following ways of attacking new words should be developed:

1. Skipping over the word and trying to get its meaning through context. This is probably the most universal

¹ *Eighteenth Yearbook of the National Society for the Study of Education*. Published by the Public School Publishing Company.

and economical way used in life. The child should be held responsible for the use of this method throughout all grades. In order that this habit may be established, it is necessary to present words in context and not in isolation. (See lesson plan, page 186.)

2. Recalling the situation in which the word was previously used. While this method would sometimes be used in any grade, its chief use would be in beginning reading. Sometimes the teacher would recall the situation in which the word was used orally and sometimes she would write the sentence or a portion of the sentence involving the use of the word on the board.
3. Using phonetic power already developed. Children in all grades should be held responsible for the application of phonetic elements that have been developed. (For the development and use of phonics, see Chapter VII.)
4. Making use of the pronouncing vocabulary found in the back of the reader. From the third grade on, children should be held more and more responsible for determining their individual difficulties and making use of the most efficient ways of mastering these. The teacher, however, must be sure that the children have conquered their difficulties. The pronouncing vocabulary is an excellent preparation for the use of the dictionary in the upper grades.
5. Using the dictionary. Few people use the dictionary effectively. Definite training should be given in the use of the dictionary by teachers in the upper grades. This training to be effective should be given when occasions arise and not apart from children's needs. (For suggestions, see page 74.)
6. Asking for words from classmates and teacher. Whenever the child has exhausted all independent means for the mastery of words, he should ask for help from the teacher or classmates.

QUESTIONS FOR DISCUSSION

1. What facts in regard to the work of the eye in reading should the teacher know? What practical use can she make of this knowledge?
2. How are words perceived?
3. How can the span of perception be increased? Of what value is this?
4. What are the factors conditioning recall?
5. How can number of association be secured?
6. Discuss drill.
7. How should new words be attacked?
8. How rapidly can you read? What causes your variation in rate?
9. How can you increase your rate of reading?

CHAPTER VI

HOW THE CHILD CAN INCREASE HIS SPEED IN READING

SINCE the literature in practically every field is now so voluminous that none but the fastest can hope to cover any considerable portion of its extent, it may be safe to say that, other things being equal, a person's efficiency in his profession will be largely proportional to the rapidity with which he can gather the thought from the printed page. An increase of speed in silent reading will, therefore, not only effect an appreciable economy of time and effort in the work of education, but it will increase the efficiency of both the pupil and the adult. It will, moreover, satisfy a keenly felt human want. For there are probably few persons who have not, at some time or other, felt themselves aglow with the insatiable longing to penetrate deeper into their chosen field of labor, to make themselves masters in their field by assimilating the written thought and knowledge of the masters who have gone before. A considerable increase in speed of reading is the one effective instrument which will aid them in the realization of their desire.¹

As speed in reading is of such fundamental importance in the work of education and in life, the school must be responsible for giving that training which will develop a reasonable degree of speed. Speed in reading is conditioned by the following factors:

1. Concentration of attention.
2. Increase of the perceptual span.
3. Avoidance of vocalization in silent reading. .
4. Control over words.

¹ O'Brien, in *Silent Reading*. Used by permission of The Macmillan Company, publishers.

5. Ability to grasp the meaning.
6. Right habits of eye-movements.

CONCENTRATION OF ATTENTION

Much of the time seemingly spent in reading is occupied by the mind in wandering off into bypaths, some of which are suggested by the material and others which are the result of mere day-dreaming. This fluctuation of attention causes a great waste. Economy of time in reading can be obtained by eliminating this fruitless wool-gathering and securing sustained attention. While we can force ourselves or be forced by others to give concentrated attention for a short time, sustained attention can be secured only as a result of interest.

As has already been developed, surrounding children with reading material suited to their individual interests, needs, and experiences will stimulate them to become interested in reading. The mind-set and readiness caused by the use of an introduction and motive for reading are additional factors in securing interest and attention. When a child has a purpose for reading of sufficient interest, this purpose not only furnishes the drive or motive power for reading, but guides the process and keeps the mind occupied with the purpose until the end point is reached. This eliminates much of the mind-wandering likely to occur when no motive or specific purpose for reading is set up, and therefore an improvement in speed results.

In the lower grades, speed should be secured largely by having the child become interested in forming habits which promote speed, such as reading with a purpose, eliminating lip, head, and finger movements, rather than centering the child's attention on speed itself. The desired speed can be secured in this way without the dangers of careless habits of reading and nervousness resulting.

In the upper grades, after desirable habits of reading have become in a measure fixed, the child's attention should be directed toward acquiring a certain degree of speed as an additional motive in reading. In order to have the child interested in acquiring a desirable speed in reading, the following means are suggested:

1. Having the child recognize the value of rapid reading. This can be done by:
 - a. Allowing the child who has finished first to record the order in which the pupils in his row finish the reading.
 - b. Permitting children who finish rapidly to read other selections.
 - c. Choosing the rapid readers as leaders of small groups.
 - d. Allowing them to become time-keepers when speed tests are given.
 - e. Permitting the children who have finished to engage in other desired activities.
2. Using the individual and class graph. (See page 25.)
3. Pressure of time control.

The pressure of time control is an effective means of securing speed in reading, provided that it is carried on in such a manner as to protect the careless reader

and the nervous child. Whenever the pressure of time control is used, the thought must be carefully checked so that speed will not be secured at the sacrifice of comprehension. Conducting all exercises with the game spirit prominent will protect the nervous child. When desirable, the excessively nervous child may be excused from the exercise or placed as time-keeper. The following ways may be suggestive for using the pressure of time control:

- a. After the lesson has been introduced, a motive for reading set up, and, if necessary, universal difficulties dealt with, the children can be instructed to open their books at a given signal and read until they find the answer to the question. Some signal which will indicate when the child has finished reading should be decided upon in advance. This signal should be of such a nature that the attention of the rest of the group is not distracted by its use and their speed retarded. The raising of the hand or the closing of the book can be used to advantage.

The time can be kept in the following ways:

- (1) By the teacher.

Have on the board or on paper the following time intervals:

1 sec. to 15 sec.....

16 sec. to 30 sec.....

31 sec. to 45 sec.....

46 sec. to 60 sec.....

As the child finishes, write his name after the appropriate time interval.

- (2) By the children.

Select children who have reached the desired speed to serve as time-keepers. Have one for each row. The time-keeper keeps a record of the order in which the children in his row finish. At the end of each time interval, as, 15 sec., 30 sec., etc., the teacher in a low voice says to the time-keepers, "Time." The time-keepers

then draw a line under the names already on their papers, thus indicating the time intervals. Then the scores of the class may be placed upon the board, chart, or each individual child may record his own score.

Following the keeping of the time the thought should be carefully checked by having:

- (a) The main ideas given in the child's own words. These may be written or given orally.
- (b) The planning of a dramatization.
- (c) Illustrations.
- (d) Questions.

These questions may be given orally by the teacher, written on the board and uncovered after the children have finished reading, or given out in multigraph form.

- b. After the lesson has been introduced, a motive given for the reading, and, if necessary, universal difficulties dealt with, the children can be instructed to begin reading in response to a given signal by the teacher and to mark lightly with a pencil the word they are reading when the teacher says, "Stop." Each child then counts the number of words he has read in the given time. A record of the scores can be kept on the board, charts, or each child can keep a record of his own rate. These scores can also be made into individual or class graphs. The comprehension of the material should be carefully checked by any of the ways previously mentioned.

INCREASE OF THE PERCEPTUAL SPAN

As has already been discussed, the width of the perceptual span is an important factor in securing

comprehension and speed in reading. It aids in comprehension because larger thought units are seen during a fixation pause and thus assimilation is facilitated.

The ultimate goal of reading is to secure meaning from the printed page in large thought units. The smallest possible unit of thought is the word, while the most common units are phrases. As long as a reader is unable to grasp these thought elements in a single recognition his mental processes are interrupted by the necessity of piecing together the material to make up meaningful elements.¹

Speed is increased by the widening of the perceptual span because fewer fixation pauses are necessary and the length of the fixation pause is decreased. In easy reading material the assimilation of the matter seems to occur as soon as the printed symbols are perceived.

The width of the perceptual span can be increased by:

1. Using interesting material.
2. Introducing the material and setting up a purpose for reading.
3. Developing the universal difficulties in phrases.
4. Avoiding too much oral reading.
5. Having little or no drill on isolated words, but calling for phrases involving difficult words.
6. Using short sentences or phrases for quick exposure.
7. Avoiding pointing to individual words in beginning reading.

¹ *From Fundamental Reading Habits: A Study of their Development*, by G. T. Buswell. Used by permission of the author and the University of Chicago.

AVOIDANCE OF VOCALIZATION IN SILENT READING

All the experiments in regard to the influence of inner speech in the reading process show that lip movements retard the rate of reading. The relationship between inner speech and comprehension has not been established. Whether the tendency to use the lips during silent reading is an acquired or natural habit, this tendency should be decreased or eliminated as rapidly as possible. By the end of the second grade, there should be few, if any, lip readers. All auditory sounds accompanying silent reading should be avoided from the first. The following means are suggested, for the elimination of lip movements:

1. Not having all material read aloud even in beginning reading.

"The origin of vocalization in most cases can probably be traced to oral reading. Having become accustomed to the process of oral reading, many children employ the same laborious process in silent reading, though not allowing the oral expression to become audible. Instead of proceeding directly from the symbol to the idea expressed, they tend to give it oral expression first."¹

The need for oral expression can be eliminated by:

- a. Having the children do what the sentence or sentences tell them.
- b. Having the children tell the substance of a paragraph in their own words.
- c. Having the children tell what the paragraph was about and not give the substance.

¹ Theisen, in *Twentieth Yearbook*, Part II, p. 15. Published by the Public School Publishing Co., Bloomington, Ill. Used by permission.

- d. Having the children illustrate, cut, or model the thought contained in the sentence or group of sentences.
2. Selecting interesting and easily understood material.
3. Having thought and word preparation precede the reading.
4. Having the children feel the advantage of rapid reading and see the relationship existing between their lip movements and their rate of reading.
5. Having the children become conscious and check their own lip movements by placing their fingers on their lips while reading.
6. Directing pupils to read as much as possible in a given time without moving the lips.

CONTROL OVER WORDS

The material chosen to develop speed in reading should not present too many strange or new words or be difficult to comprehend. Increasing the number of difficulties increases the number and duration of eye-fixations, so speed is retarded.

In order not to retard the rate of reading, it is well to take up the universal difficulties before reading is attempted. This also gives the child standards for the independent mastery of words. (See Chapter V, page 59; Chapter VIII, page 101.)

ABILITY TO GRASP THE MEANING

The rate of reading is also conditioned by the ability of the mind to grasp the meaning of what is read. For further treatment of this topic and practical suggestions see Chapter III, page 19.

RIGHT HABITS OF EYE-MOVEMENTS

Recent experiments have shown that the rapid efficient readers have uniform rhythmical movements of the eye. For the treatment of this topic and practical suggestions see Chapter V, page 50.

QUESTIONS FOR DISCUSSION

1. What are the factors conditioning speed?
2. How can concentration of attention be secured?
3. How does the width of the span of perception influence speed?
4. How can decrease in vocalization be secured?
5. What must you know concerning the make-up of a book in order to use it effectively?
6. What must you know in order to be able to look up a word in the dictionary?
7. How does the knowledge of phonics help you?

CHAPTER VII

HOW THE CHILD CAN BE HELPED TO USE THE TOOLS OF READING EFFECTIVELY

AN efficient workman in any field is dependent upon a good equipment. He must have accurate knowledge of his materials and the ability to use them skillfully. We do not expect a carpenter to be able to do a good piece of work unless he is equipped with excellent tools. He must be able to select from his kit that tool which will produce the best results and must also have the ability to handle it skillfully.

The efficient reader is dependent upon a good equipment. His tools are books of many types, magazines, and newspapers. His efficiency likewise depends upon the accurate knowledge of his tools and the ability to use them skillfully. The reader must know where to go to find the information he needs and he must be able to locate it as directly and quickly as possible.

In order to help the child to use the tools of reading effectively, it is necessary that he be given good materials with which to work. He must know the different features of books, magazines, and newspapers and must form the habit of using them skillfully.

In making use of any of these tools of reading, the child constantly meets new or unfamiliar words.

The ability to identify these as quickly as possible is a fundamental necessity for efficient reading. New or unfamiliar words can be mastered by skipping over them and identifying them through context, looking them up in word lists or glossaries, asking other people, and by identifying them through the knowledge of phonics.

TRAINING IN THE EFFECTIVE USE OF A BOOK OR MAGAZINE

Table of contents. Through the table of contents one can ascertain the nature of the book, the subject-matter contained in it, and where to find the material. The use of the table of contents, then, is desirable to find material quickly* and avoid useless search for material.

The habit of using the table of contents should be acquired by the child's constant use of it as occasions arise and not in isolated drills. Beginning in the I A Grade the children should be taught to make use of the table of contents in finding the selections to be read. In order to avoid unnecessary waste of time, it is often best for the teacher to call attention to the classification of the table of contents, and sometimes it is advisable for the teacher to tell the children under which heading the story will be found. Attention should be called to the fact that, in finding a selection, one should glance at the first part of the titles in the table of contents to see if they correspond to the first

part of the title for which they are looking. It is not necessary nor advisable to read every title in its entirety.

Word list or glossary. Beginning with the Third Readers, lists of difficult words are often found either at the end of each selection or at the back of the book. The children should be shown how to use these lists as an additional aid in the mastery of difficulties. To accomplish this the children's attention should be called to the alphabetical arrangement of the words. In looking up words, not only the first letter of the word has to be observed, but even the second and third in order to know where to find the words quickly in the word lists. Real needs for such work will arise almost daily in the reading or geography periods.

In the first and second grades, the sounds of the consonants and vowels should be developed. In the third grade, use should be made of the diacritical marks to indicate the long and short sounds of the vowels. In the fourth grade, the recall of the two sounds of *c*, *g*, and *s*, and the long and short sounds of the vowels with their appropriate diacritical marks, must be made in order for the child to interpret the respelling of the words in the glossary. The child should be taught to make use of the pronouncing key for the interpretation of all other diacritical marks.

While the children's attention should be called to the accent mark, the teacher should help them in stressing the proper syllable, as it is difficult for chil-

dren to place the accent where it belongs when pronouncing written words.

Chapter headings. Children should be made conscious of the function of chapter headings. The organization questions which should be used in all grades will aid in the understanding of chapter headings. The many situations which arise for the use of chapter headings should be utilized to give the necessary training for the use of this important feature of a book.

Marginal headings. The children's attention should be called to the function of marginal headings. They should form the habit of relying upon these, as marginal headings are most helpful in the use of encyclopædias and all reference books.

Index. In the use of histories, geographies, and some reference books, the habit of consulting the index should be established. This will avoid the useless search for material and prevent waste of time in locating the knowledge or information desired. While the table of contents is arranged according to the sequence of the chapters or large topics as they occur in the book, in the index the material is classified more in detail and arranged alphabetically. When individuals or small groups are assigned special topics, they should be taught to consult the index of books in order to find the desired information as quickly as possible.

TRAINING IN THE EFFECTIVE USE OF A DICTIONARY

The small dictionary. Through the use of the word list or glossary the child will become familiar with the alphabetical arrangement of words, the use of diacritical marks, syllabication, and accent. This training can be utilized in dictionary work. Sufficient drill can be secured by utilizing the needs for looking up words in the dictionary as they occur in all subjects of the curriculum. This practice occurring in natural situations and motivated by a real need is more effective than any amount of isolated dictionary drill. In addition to the skills acquired in the use of word lists, the following features of a dictionary must be developed:

1. *The use of running titles.* Emphasize the use of running titles for securing speed in looking up words. The children should know that the word above the first column is the first word on the page; the word above the second column is the last word on that page. Children should form the habit of relying upon these.

2. *Preferred pronunciation.* In the glossaries or word lists, only one pronunciation is given. In the dictionaries two are sometimes found. The child should be taught that the first pronunciation given is the one preferred.

3. *Meaning of words.* The children should consider the different meanings given and decide by a study of

the context which is the "meaning that fits." In the grammar grades, the knowledge of the parts of speech should be used as an additional aid in selecting the right meaning. The child should know the abbreviations used for the different parts of speech.

4. *The singular form.* Children should be taught to look for the singular form of nouns.

5. *The key to pronunciation.* The children should be taught to use the key to pronunciation which is found at the bottom of the page.

The large dictionary. In the grammar grades, the pupils should be encouraged to use the large dictionary for information not contained in the smaller edition. The pictures, diagrams, geographical and biographical names found in the unabridged dictionary, are especially helpful. The children should be taught where and how to find these.

Attention should be called to the fact that probably all the words the child needs to look up will be found above the black, horizontal line that divides the page. Only unusual and obsolete words are found below the line. The child should be taught to look below the line on the same page when unable to find the word above the line.

The child should continue to use the small dictionary for the meanings of words, as the unabridged edition has so many definitions that confusion is likely to result.

TRAINING IN THE EFFECTIVE USE OF AN ENCYCLOPÆDIA

The training given in the use of the table of contents, chapter headings, marginal headings, glossary, and running titles should make for efficiency in the use of an encyclopædia. The child's attention should be called to the alphabetical arrangement of the volumes.

TRAINING IN THE EFFECTIVE USE OF A CARD CATALOGUE

There are three kinds of cards in the card catalogue, one giving the author, one giving the title, and another giving the subject. All of these cards are arranged in alphabetical order in the dictionary catalogue. The files are also arranged in alphabetical order.

To secure a book from the library, the child should look up the book according to the author, title, or subject and copy the whole number found in the upper left-hand corner of the cards.

TRAINING IN THE EFFECTIVE USE OF A NEWSPAPER

Children should be encouraged to bring good newspapers to class and time should be devoted to the proper reading of them. Children should be taught to scan the headlines, the leads, and the sub-titles in order to select material which is worth while and

interesting. They should be taught where to look for the most important items in the paper and where to find the editorials.

TRAINING IN PHONICS

At the present time not enough scientific studies have been made to establish the relationship between phonics and efficiency in reading. The excessive amount of phonics taught in the past, and the subordination of thought content to the development and use of phonetic elements, have rightly caused this subject to be discredited. The extensive use of diacritical marks in reading material also proved more of a hindrance than a help in reading. A six-year child, when presented with material in which all phonetic elements were marked, said, "I can't read this story. It is so marked up."

Care should be taken that these mistakes of the past do not cause the pendulum to swing too far the other way and result in the discarding of a tool which, if used intelligently, will prove an asset rather than a liability in the teaching of reading. There seems to be little question "that phonetic training is needed for foreign children not only to develop a method of attacking new words, but to sharpen auditory perception and develop speech coördination."¹

There is no doubt that the development of phonetic elements should be given in a period apart from the

¹ *Eighteenth Yearbook, ubi supra.*

reading period. Attention during the reading period should be centered upon the thought content and should not be shifted to the mechanics of reading. "If the basic training in the analysis of words is given during phonic periods, the information thus received can be applied quickly and effectively during reading exercises without withdrawing attention from the content of what is read."¹

While the actual value of phonics has not been determined, many educators feel that if phonics is taught in a reasonable amount and if the material selected has a direct bearing upon the reading in hand, the child will be helped in both reading and speaking.

I. The Value of Phonics

Phonics when taught correctly has the following values. It helps the child:

1. In the identification of new words.

The ability to attack new words enables the child to get the thought more rapidly and makes him independent of the teacher's help. Some children seem unconsciously to associate certain sounds with the symbols that represent them. Others must be taught how to do this; that is, they must learn phonics.

2. In enunciation and pronunciation.

The ability to recognize the sound of certain symbols as *et* in *get*, *atch* in *catch*, *ing* in *doing*, makes the child better able to pronounce correctly and enunciate clearly these words which are so commonly miscalled.

¹ *Eighteenth Yearbook*, Part II. Wm. S. Gray. Quoted by permission of Public School Publishing Co.

3. In the development of speech coördinations.

Many children seem to be unable to give certain sounds correctly. This may be due to physical reasons or bad habit formation. These bad habits, caused by the child's being allowed to continue baby talk, imitating the incorrect sounds which he hears others use, or, hearing inaccurately, may be corrected by means of phonics.

II. The Subject-Matter of Phonics

The subject-matter of phonics, considered as a tool subject, consists in:

1. Sounds and symbols of consonants.
 - a. Consonants made with breath:
f, h, k, p, s, t, wh, th (as in *thin*)
 - b. Consonants made with voice:
b, d, g, j, l, m, n, r, v, w, y, z, th (as in *them*)
2. Phonograms consisting of vowels and consonants.
3. Rules governing the sounds of vowels and consonants.

III. The Basis for the Selection of Subject-Matter

If a child is to use phonics as a means of helping him primarily in the identification of new words, then those elements must be selected and developed which will be met with most frequently in his reading. The order in which the consonant sounds and phonograms are developed will be determined by the material read. There is no value, and waste of time results, when phonic elements are developed which will be used seldom or only in the remote future.

IV. Points to be Kept in Mind in Developing Phonics

1. Eye-training in phonics should not be begun too soon. The order of development in reading is from a sentence or a group of sentences, to phrases

to words. Therefore, attention directed toward words or parts of words until the time when it is necessary to keep the word units clear is detrimental. (See *Eye-Movements*, page 50.)

2. Ear-training should precede eye-training. Ear-training is a necessary preparation for the analysis of words. It sharpens auditory perception and causes the ear to be sensitive to correct sounds.
3. Only those phonetic elements should be selected for development which the child will need to use frequently and in the immediate future.
4. The child should feel the relationship between phonics and the other subjects. Greater concentration of attention results when the child realizes that phonetic ability helps him:
 - a. To attack new words.
 - b. To interest others whenever he speaks or reads aloud because he is able to enunciate more distinctly.
 - c. To spell correctly in all his written work the regularly formed words.(See *Laws of Learning*, page 19.)
5. No word should be used in the phonetic period whose meaning the child does not know. "Meaning and form combine to make the percept of the words clear, therefore, phonics should not be applied without the aid of meaning." See page 55.
6. "Phonics should be taught systematically and in a period distinctly apart from the reading lesson. If such studies are made during the regular reading period there is danger that attention will shift from the content of what is read to the study of individual words."¹ During the reading period, however, the child should be held responsible for the application of phonetic elements already developed.
7. Attention should be given to individual needs. Not all children will need the same amount of

¹ *Eighteenth Yearbook, ubi supra.*

training or training on the same elements. It is a waste of time to require children to spend their time upon phonetic elements they know for the sake of a few children who are having difficulty. Children with serious speech defects should be given special training.

8. No use should be made of diacritical marks except the marks to indicate the long and short sounds of the vowels. These should be taken up only when the child needs them in order to interpret the word lists. "To require children to learn the greater part of the possible diacritical marks is to put upon them a useless and difficult task."
9. Each grade should be held responsible for the development of certain phonic elements and for the correction of specific common errors of speech.
10. In pronouncing words, never allow the child to break the words up into their separate sounds. Phonetic elements of the word can be found as *ake* and *m* in *make*, but the word itself always says *make* not *m-ake*.
11. Games are the best means of securing the drill necessary to fix the phonetic elements. The following points should be kept in mind in phonetic games:
 - a. Individual work should be stressed. Little or no concert work should be allowed.
 - b. The work of each child should contribute to the good of the group.
 - c. Many children should take part in the game.
 - d. Words, whose meaning is not known, should not be taken, as meaning and form combine to make the percept of the word clear.
 - e. Children should receive the individual training they need.

SUGGESTIVE METHODS

1. Ear-training.
 - a. With rhyming words:

Method I

Repeat a nursery rhyme; as, "Jack and Jill went up the hill." Ask children to see if they can hear a word that sounds like Jill, as you repeat the rhyme again.

Method II

Repeat a nursery rhyme; as, "Humpty Dumpty." Have the children listen for words that sound alike as you repeat the rhyme again.

Method III

Teacher: I am thinking of a word that sounds like *cake*. We use it in the garden. What is it?

Child: Is it rake?

Teacher: I am thinking of another word that tells what we do to rugs.

Child: Is it shake?

Method IV

Teacher: I am going to ask you a question whose answer will rhyme with *might*. What do we need when it is dark?

Child: Light.

Teacher: Can you ask a question whose answer will rhyme with *night*?

Child: What is it a cat and a dog like to do?

Another child: Fight.

Continue in this way.

Method V

Teacher: My sister has a pet cat. When I stop, see if you can give me a word that sounds like *cat*. One day she caught a _____. She brought it on the _____. When Mary saw it she gave the cat a _____.

Method VI

Teacher: (Showing a picture of a gray kitty playing in the hay.) Tell me the color of the kitty.

Child: The kitty is gray.

Teacher: Tell me where she is playing.

Child: She is playing in the hay.

b. With initial sounds:

Method I

Teacher: Father cannot find his hat. Did you hear another word that began with the same sound as the word *father*?

Child: Find.

Teacher: Frank found a hole in the fence. What other words began the same as *Frank*?

Child: Fence.

Another child: Found.

Method II

Teacher: Mary's mother gave her an apple this morning. What words did you hear that began alike?

Child: Mother, Mary.

Another child: Morning.

Method III

Teacher: Polly is a parrot. What words began with the same sound?

Child: Polly and parrot.

Teacher: Can you give a sentence using some words that begin alike?

Child: The box is big. What words began alike?

Another child: Box and big.

Continue as before.

Method IV

Teacher: I am going to say a number of words.
I wonder if you can tell me what part
of the words I am going to say sounds
alike. Father, find, fence, fall, fox.

Child: The first part of the words sounded
alike.

Teacher: What was the sound?

Child: f

Teacher gives words beginning with other initial
sounds.

Method V

Teacher: Have we any children in our room whose
names begin with the same sound as
John's?

Child: James.

Another child: Jane.

Teacher: What is that sound?

Child: j

Continue as before. Sometimes names of objects
in the room can be used instead of children's
names.

2. Eye and voice training.

a. To develop phonograms:

Method I

Teacher: I am thinking of a word that sounds like
cake. (Teacher writes *cake* on the
board.) We use it in the garden.
What is it?

Child: Rake.

Teacher: (Writes *rake* on the board directly under
the word *cake*.) I am thinking of another
word that sounds like *cake*. We like to
row on it in the summer. What is it?

Child: Lake.

Teacher: (Writes this word on the board under

the word *rake*.) I am thinking of another word that sounds like *cake*. It is what mother has to do to you in the morning. What is it?

Child: Wake.

Teacher: (Writes it on the board.) Who can find the part of these words that is alike? (Children show it by framing *ake* with their hands.) We call this a family name. What does it say?

Child: Ake.

Teacher: (Writes *ake* above the list of words.) Find the word in this list that we use in the garden.

The teacher should ask thought questions calling for the other words. (See Games for ways of fixing these words, page 88.) Methods IV, V, and VI, making use of rhyming words, may be used in a similar manner to develop eye-training and the various phonograms. A variety of games should be used to fix the phonograms.

Method II

The teacher says, "Tell me all the words you can think of belonging to the *eat* family." (This phonogram has already been developed as in Method I.) As the children give the words, the teacher writes them under the phonogram *eat*. No word is accepted whose meaning is not known. The words are stressed which the child will meet in his reading. Games can be used to fix the elements.

Method III

The teacher asks the children to give her all the words they can belonging to the *ing* family, which has already been developed as in Method I. As the child gives the word, the teacher asks him how to spell the word and writes it on the board.

HOW TO TEACH READING

No word is accepted whose meaning is not known. The words which the child will meet in his reading are stressed. Games can be used to fix the words and phonograms.

b. To develop initial sounds:

Teacher: Name all the objects you can think of beginning as box does.

Child: Board.

The teacher writes the word *board* on the board. She writes the different words given by the children until she has such a list as the following:
box board ball book bat bank

Teacher: What sound do all these words begin with? Who can find the part of the word that says *b*? (Writes the letter *b* above the list.) Find your word in the list. Tell me how it begins and give me the word, Mary.

Mary points to and gives the sound of *b* and pronounces the word *bat*.

Various games may be used to fix the words and sounds. (See Games, page 88.) Methods I, II, III, IV, V, making use of initial sounds, may be used in a similar way. A variety of games should be used to fix the sounds.

3. The use of phonetic charts and cards.

After the different phonograms have been developed, it is well for the teacher to print the list of words given by the children in large type on heavy tag board. These charts are valuable because:

- a. They make permanent the list.
- b. They give an opportunity for the children to add to this list words found in their reading lessons which belong to the same family.
- c. They give greater opportunity for dealing with individual needs and make possible the playing of a greater number of games.

Such charts made by the teacher are more valuable

than any ready-made charts that can be procured, as they are better adapted to the actual needs of the classroom.

In the development of an initial consonant sound, children may bring in pictures of objects whose name begins with the sound being developed, as *h*. The children may cut these pictures out, select the best, arrange them artistically, and mount them on the class chart of *h*. Individual books can be kept in the same way.

Cards with the phonogram or initial sound on one side and the key word, or a word belonging to this family which is most familiar, on the other, can also be used to advantage. Words belonging to these families may be printed on separate cards and used in games. These words should be printed in large type or written with a large black crayon.

4. Rules.

To develop the rule that final *e* lengthens the preceding vowel, the teacher reviews the phonograms *ate*, *ive*, *ove*, *ame*, etc.

Teacher: With what letter do all these families end? What other vowel do you see in the families? What sound do they have? What does *e* at the end of a family or word make the vowel preceding say? (Apply this knowledge to other phonograms and words that end in *e*.)

Other rules should be developed in like manner from the children's experience. No attempt should be made to formulate rules until near the end of the second grade.

5. Application of phonics.

a. In reading:

- (1) When developing universal difficulties, the teacher calls attention to known phonetic elements or has the children find these.
- (2) The child should form the habit of attacking a word by noticing the initial conso-

nant sound and looking for known phonograms. Says Miss Jenkins: "The larger the known units recognized in a word, the greater the economy."

- (3) In having children skip over words to identify them through the context, attention called to the initial sound of the word will often aid in its identification.
- (4) In the check-up of reading, such questions as the following are often used to fix difficulties:
 - (a) Find the word that tells what the Little Red Hen did to the bread (*made*). What part of the word do you know? (*ade, m.*)
 - (b) Find all the words on this page belonging to the *ake* family.
 - (c) What words on this page begin with the sound *f*?
- (5) In looking up words in a word list or dictionary, the children should be taught to apply their knowledge of phonics.

6. In spelling and written language.

In spelling and written language children should be held responsible for the spelling of all regularly formed words built upon known phonograms.

PHONIC GAMES

1. Have cards with a word on each belonging to several different families. As the teacher points to a word on the board, let the children find the corresponding card.
2. Distribute cards with different words on them belonging to a certain family. Call for them by meaning, as: "What does mother do to our food before we eat it?" (Cook.)
3. Let two of the children stand away from the board with erasers. Have words written on the board. Some child tells a word and the children see which one

can find the word and erase it first. Instead of stating what the word is, its meaning might be given.

4. Attach a string to all cards having words on them. Put the cards in a deep container, bring the strings together in a bunch and have children draw, telling the word on the card drawn. Have the child, who draws the word being emphasized, for the winner.
5. Have cards and a chart with many familiar words on it. Hold up the card on the side that has the family name. "What family is this? Give me a word belonging to the *ake* family. Find your word on the chart." If the child does not recognize the family, turn the card and show him the key word.
6. Distribute word cards to the pupils. Have two alike. Allow two children with cards unlike to pass around the room in search for the duplicate of his card. As the child passes each desk, he must read each child's card. The owner of the card is responsible for the correctness of the reading. The one that finds his partner first wins.
7. Write words belonging to various families on the board. Give each row of children a family name. Let the first child in each line find a member of his family and draw a line under it. Then let those in the second seat go up as soon as the first one in his row is seated and choose another member of the family. The row wins that gets its whole family first.
8. Have the child show a word on the board that begins with a certain consonant sound. Let this child call on another child to give words beginning with that sound.
9. Have cards with words belonging to different families on the blackboard ledge. Have children find words belonging to a certain family. When they have found a word, they form a line in front of the class and tell their word. Have words corresponding to the cards written all around on the boards. The children who have the cards must find, match, and tell the word on the board corresponding to their card. When all the words have been found, each child then gives his card to some one else.

10. The teacher thinks of a word belonging to the *ook* family. A child guesses what the word is, does not tell the word, but gives a hint as to what it is; as, "Is it something a man wears?" Another child tries to guess the child's word and the teacher says whether it is correct.
11. One child is outside of a circle of children. He taps a child on the back. "Who taps?" demands the one tapped. He replies, "The word bright," and asks, "What family does it belong to?" If answered correctly, he takes the child's place in the circle. If answered incorrectly, he goes into the circle and the other one taps somebody else.
12. Distribute a number of phonograms. Give one child a consonant. Have him get all the phonograms that he can use to make a word. Have the words made pronounced.
13. Write words on the board. Distribute phonograms and consonants to the children. Point to a word and ask the children who have the parts of that word to come to the front of the room.
14. Distribute a number of phonograms, and after each child has looked at his have them placed face down on the desks. Give a child a consonant. Have him ask a child, "Can I make a word with your card?" The child answers, "Yes, you can make ——— with my card." The first child says, "Then you must have ——— on your card."
15. Distribute cards half with phonograms on them and half with consonants. The children holding the phonograms are on one side of the room and those holding consonants are on the other. Have the first child hold up his card and ask a child on the other side, "Can you make a word with my card?" If the other child can do so, he says, "Yes, I can make ———." This is to count for the first side. The second side now has a turn, and so on until all the children have tried. The side with the highest score wins.
16. Write phonograms on the board. Distribute consonants to the children. Have all children come to the

front of the room who, by adding their consonant to the phonogram indicated, can make a word. The words made should be stated.

GROUP WORK

Small groups can be used effectively to fix the phonetic elements which have been developed in class work with the teacher. (See Group Work, page 121.) The following games may be played in the small groups:

1. Have various words belonging to different families on cards. Give two words to each child. Let each child draw a card from the child in front of him. If he succeeds in getting two of the same family, let him turn his cards face down on the desk. After all the children draw, let the children with two cards of the same family come to the front of the group and say the name of their family and the words. Those who do not match cards may try again.
2. Have the children choose a word beginning with the sound of *d*. The first child says, "I am going to Boston. I am going to take a ———," mentioning a word beginning with *d*. The second child says the same thing, mentioning the word the first child is going to take plus his own. The third child mentions both the things the others are to take adding to them his own word which should also begin with *d*.
3. Place phonograms around the blackboard ledge. Give children different consonants. Let the children run up to the board, select a phonogram which with their consonant will make a word, tell the word, and, if best, use it in a sentence. Scores may also be kept.
4. This game is like "Authors." Word cards are passed out containing words based on phonograms. Each child in turn asks some one in the group for a card he wants which belongs to the same family to which his

- word belongs. If he gets the word he asks for, he gets another turn. Whoever gets six cards in his family first, wins the game. In asking for a word, he may vary his questions. He may ask for a member of the *at* family, or he may ask for a word that sounds like *cat*.
5. Draw a large square hop-scotch on the board. Let the children give words belonging to a certain family and the teacher puts one in each square of the hop-scotch. Let one child try to go all around the hop-scotch naming the words. If he succeeds, let him put a second word in a square. The next child will have to name all the words. Scores may be kept.
 6. Distribute a number of phonograms. Give two children consonants and see which can make the most words. Be sure to have words given after all the cards are obtained.

QUESTIONS FOR DISCUSSION

1. What features of a book or magazine should a child be taught how to use? Why? How can this be done?
2. What training should be given in the use of a newspaper? Why?
3. How can effective use of a dictionary be secured?
4. What are the values and dangers in the use of phonics?
5. What phonetic elements should be developed?
6. When and how should these elements be taught?
7. Make up an original phonic game. What principles guided you in the making of this?
8. Keep a time record of your reading for a week, recording separately the time spent in oral and silent reading.

PART III

SILENT AND ORAL READING

CHAPTER VIII

HOW THE CHILD CAN BECOME A GOOD SILENT READER

THE VALUE OF SILENT READING

IN Chapter I the importance of reading in life was shown. Reading is the means by which one satisfies his desire to know, increases his vocational efficiency, finds enjoyment in life, satisfies his suppressed desires, gains a fuller understanding of life, and secures ideals and standards for the guidance of his own life. The type of reading most used to accomplish these aims is silent reading; seldom, if ever, is oral reading required. Silent reading is a universal daily experience. The adult and the child outside the classroom reads books, magazines, newspapers to gain the thoughts and ideas expressed in them and not for oratorical purposes.

The educational world is at last fully alive to the fact that if it is to train pupils for the activities of real life by having its own activities duplicate as nearly as possible the conditions of life, then training in silent reading must receive greater emphasis than that of oral reading. Standard tests have revealed the fact that life demands have not been met by the training

given in oral reading. Training in silent reading is now possible because of greater psychological knowledge of the reading process and the wealth of good silent reading material available. Educators are stressing silent reading because:

1. It gives training in the type of reading most used in life.

2. It is more economical in point of time, eye- and voice-strain.

When a reader finds it necessary to read aloud, to pronounce whole sentences and clauses to get the thought, his energy is being dissipated.

Our own experiences as well as investigations made prove that silent reading is a much more rapid process than that of oral reading. Vocalization, involving all the mechanisms of speech, cannot keep pace with the rapidity of eye-movements which alone are involved in silent reading.

The eye makes fewer fixation pauses in silent reading than in oral reading, and so the strain upon the eye is lessened. Imagine the strain upon the voice if all one's reading were done orally.

3. It aids in comprehension.

Silent reading is not only a more rapid way of reading, but it is superior in point of comprehension. Attention in silent reading is entirely given to the interpretation of the meaning of the symbols, but in oral reading attention must also be given to articulation and enunciation. The greater speed with which

material can be brought to the mind is also a factor that aids in comprehension. Because of the ability to take in larger units, organization of the material which aids in comprehension is facilitated.

4. It admits of selectiveness.

In silent reading each individual can select that portion of the material that is of most interest to him. He can browse over these portions and take time to react to the thoughts aroused. This provides for the development of individuality as well as silent reading ability.

5. It allows one to develop his own rate of reading.

The average variation in rate of oral reading is much less than that of silent reading. Individuals vary enormously in their rate of silent reading. Silent reading, therefore, gives greater opportunities for the development of individuality and individual rate of reading than does oral reading.

6. It gives training in the kind of reading most necessary for the development of other subjects.

It has been found that children's failures in geography, history, and arithmetic are often due to their inability to comprehend the thought of the material read. Children trained in oral reading alone have difficulty in understanding the statement of problems. They are unable to select, organize, and make use of the material which is necessary for the solution of problems in history and geography and so they resort to memorizing the exact words of the book. In the

upper grades much time and attention should be given to the interpretation of factual material through silent reading.

HABITS, SKILLS, AND APPRECIATIONS TO BE DEVELOPED THROUGH SILENT READING

In order that the child may become an efficient silent reader, certain habits, skills, and appreciations must be developed. While each grade should be held responsible for definite accomplishments, all grades should be working toward the realization of the following general objectives:

1. To create a desire and love for reading. (For means of accomplishing this objective see Chapter III.)
2. To help the child through the process of thought-getting to master the mechanics of reading. (For suggestions see Chapter V.)
3. To develop the power to think clearly and to the point. (For suggestions see Chapter IV.)
4. To read with the individual's maximum degree of speed. (For suggestions see Chapter VI.)
5. To furnish opportunities for the child to make use of the ideas gained from the printed page. (For suggestions see Chapter IV and Between-Recitation Periods, page 117.)
6. To train in the effective use of books. (For suggestions see page 71.)

TYPES OF MATERIAL FOR SILENT READING

While, with all types of material, silent reading should as a rule precede any attempt to read aloud, some types of material should rarely if ever be used for oral reading purposes. This is material of the

factual and informational kind found in newspapers, magazines, and materials used in other subjects, such as history, geography, nature study, and hygiene. Even literary material has many passages of this informational type which could to advantage be expressed in the child's own words rather than read aloud. A great variety of material of a factual and informational nature should be used in order that effective training may be given.

THE TEACHER'S CAREFUL PREPARATION FOR THE LESSON

Habits, skills, and appreciations necessary for good silent reading cannot be formed by the children themselves, but are dependent upon the skillful guidance and control of the teacher. In order to develop the right habits in children, the teacher must have a scientific knowledge of the reading process, and the principles underlying habit formation. This knowledge she must make practical use of in a careful preparation for each lesson in reading. In preparing a lesson in silent reading the teacher must know:

1. The needs of the group.
2. The material selected to meet the needs of the group.
3. How to use the selected material.

The needs of the group. The teacher's knowledge of the needs of her group will be the basis for:

1. *The selection of the material.* There should be a wealth of material available from which good silent

reading material can be selected. Besides the silent reading material found in basal and supplementary books, excellent material can be selected from newspapers, magazines, home reading, library reading, and the subject-matter of other studies of the curriculum; as, history, geography, hygiene, nature study, agriculture, problems in arithmetic, recipes in domestic science, directions for the making of things in manual training, and handwork. In the lower grades blackboard lessons furnish good silent reading material.

2. *The grouping of children.* Unless the class is well graded, division into small groups is advisable. This division into groups may be based upon variations in interests, rate of reading, ability to comprehend, and habits which need to be established. After certain standards of silent reading have been established by the class through the use of uniform material, different material can be selected for the various groups and used by them during the recitation and the between-recitation period. (See page 121.)

3. *The follow-up work.* The follow-up work which should come after the recitation will be determined by the individual, group, and class needs. If the material is worth while for one lesson, it can probably be used to advantage in several lessons, provided it is used in a variety of ways and not merely re-read.

The material selected to meet the need of the group. In addition to knowing the needs of the class, it is necessary that the teacher have a knowledge of the

material that is to be used in order that she may help the children form desirable reading habits. She must know the leading thought of the selection and its main divisions. On the basis of the organization of the material and the ability of the class, the teacher should determine the amount to be developed in the lesson.

How to use the selected material. The teacher must not only know the needs of her group and be familiar with the material selected to meet these needs, but she must also make careful preparation in order to make effective use of this material with the children. The following steps are suggested for the use of silent reading materials:

A. Preparation.

1. Introduction of the material.

As was developed in Chapter III, the function of the introduction is to make the child interested and eager to read the material. (Law of Readiness.) The recall of the experience through the introduction makes it possible for the child to interpret the material. The teacher must determine what experiences the children have had which will make it possible for them to get the meaning of the selection and which would arouse interest. The necessary experiences may be given or recalled through the use of:

- a. Excursions.
- b. Real objects brought into the classroom.
- c. Pictures.
- d. Stories or poems.
- e. Conversation.

The teacher must select from the above means the one best adapted to the material to be used.

This introduction must be short and lead directly into the heart of the story or the portion of the selection to be used at that time. In reading continued material, the introduction may consist of a question calling for the main points which have already been ascertained and are significant for the reading of the new material. Care should be taken that the introduction should occupy not more than *two or three minutes* of the recitation. (See Lesson Plan, page 186.)

2. Motive for reading.

Too great emphasis cannot be placed upon the necessity of having a motive question for silent reading. (See Chapter IV, page 39.) This motive question set up by the teacher, or by the children themselves, should be a direct outgrowth of the introduction. The clear pointed wording of the purpose or motive question is of fundamental importance because of its effect upon thinking and reading. It is sometimes advisable from third grade on to have the motive question or purpose written on the board. It should not be written or uncovered until the children are ready to read silently. Care should be taken that motives increase in scope according to the reading ability of the children. (See page 40.)

The teacher in planning for the lesson must decide what motive is best suited for the material. This is true whether the teacher gives the motive or through her introduction stimulates the children to set up a motive for reading. The following motives for silent reading may be suggestive:

- a. To answer a question to bring out the main idea of the story; as, in "An Order for a Picture," by Alice Cary, to find out what the poetess wanted painted in the picture.
- b. To answer questions which call for the main thoughts; as, in the story of the "Golden Fleece," who gave King Midas the power of

the golden touch? Why did he wish to rid himself of this power? How was the golden touch removed?

- c. To select a story best suited for dramatization or reproduction for some stated occasion.
- d. To formulate questions to ask their classmates. These questions to call for the main ideas.
- e. To criticize or make marginal headings, name chapters or divisions of stories. Prove that _____ is a good name for this story. What would be a good name for this chapter of the story?
- f. To judge the character of people in the selection; as, "Why was the Cratchits' dinner a success?" "Why had the Great Stone Face a different effect upon Ernest from that of the other seemingly great men of the valley?"
- g. To evaluate characters in a story or selections in a book; as, "Why are the King Arthur stories excellent ones to put in your readers?"
- h. To tell the most interesting portion of a story in order to influence classmates to read it.
- i. To be able to criticize the thought or language of a selection.
- j. To determine the logical consistency of a line of argumentation.
- k. To be able to report to the class or group on a certain phase of the activity or problem.
- l. To be able to report on current events and bring in clippings to prove their points.
- m. To report on library books read.
- n. To be able to give a brief synopsis of a story up to where oral reading is begun.
- o. To discover new problems in regard to a problem or project. (For additional motives see page 23.)

3. Mastery of universal difficulties.

In the lower grades universal difficulties should be mastered before silent reading is attempted

because of their effect upon interest, comprehension, speed, and eye-movements.

The teacher must select the universal difficulties in the lesson to be presented and determine how they should be developed. Only those difficulties should be dealt with at this time which will give trouble to the major portion of the class. The teacher should deal with the individual difficulties during the silent reading period. The child who has trouble with the words should be the one called on to work out the word.

The words involving difficulties should be written on the board in the phrases in which they occur in the material. In presenting these phrases the teacher should begin a sentence orally which the phrase on the board will complete. (Care should be taken to use such sentences as will not give away the essential features of the story.) The children should be held responsible for completing the sentence which the teacher has begun by working out the written phrase. This they should be helped to do by:

- a. Skipping over the difficult word and getting it through the context.
- b. The use of phonics. The teacher may at first need to point out familiar phonetic elements; later the children should be held responsible for finding these themselves.
- c. The recall of a basal sentence in which the word has occurred.
- d. Asking the teacher the word. Proper names and words not needed in the permanent vocabulary of the child at this time should be told them.

In the upper grades this step would be omitted because the children should be held responsible for determining their difficulties and solving them by means of the habits established in the lower grades and by the use of the pronouncing vocabulary in the reader and the dictionary.

4. Standards of reading to be kept in mind.

In order that definite habits of good silent reading be developed, it is advisable for the teacher to have the children recall the habits which they, as individuals, or the group as a whole, need to keep in mind and to exercise while reading. These habits may be:

- a. How to get new and difficult words.
- b. To avoid lip, head, and finger movements.
- c. To take in as much material as possible at one glance or sweep of the eye.
- d. To care for the book properly by:
 - (1) Holding it in right relation to eyes and light.
 - (2) Turning the pages from the top right hand corner.
- e. To make use of the essential features of the book as:
 - (1) Table of contents.
 - (2) Pronouncing vocabulary.
 - (3) Appendix.
 - (4) Index.
 - (5) Bibliography.
 - (6) Marginal and chapter heading.
 - (7) Preface.

5. Recall of the motive.

Sometimes, when considerable time has been consumed in the development of difficulties, the motive for reading needs to be recalled at this time.

6. Material given out or found in the book.

The material for silent reading should be that with which the children are unfamiliar. For this reason the children should not be allowed to take home or read during school hours basal and supplementary material which is to be used for class purposes. The children may be allowed to take home or read during odd moments one set of supplementary readers and library material. In order that the selections may be new to the children, many teachers have found it advisable to

keep the material and pass it out when they wish the children to use it. The children should not have access to the material while the previous steps are being developed, as it detracts from interest and attention. As soon as possible the children should be taught to find the selection through the use of the table of contents, thus establishing one habit in the use of the book.

B. Silent reading.

While the children are reading silently, the teacher's attention should be given to helping them with their individual difficulties and seeing that the habits recalled in Step A, 4, are being exercised. Her attention should also be given to diagnosing the reason for certain children's lack of comprehension and speed.

The teacher should begin the check-up of the silent reading as soon as the major portion of the class has finished reading. The children who have not finished should be allowed to do so at some future time. Their attention should also be directed to the reasons why they were unable to finish with their classmates. In this way they will be spurred to renewed efforts and feel the need of forming certain definite habits which influence speed.

C. Check-up of the silent reading.

The check-up is one of the most important as well as the most difficult steps in silent reading. As a result of this period, appreciation of the meaning of the material should be enhanced and enlarged, comprehension checked, and difficulties mastered. These can be accomplished by the use of skillful thought questions given by teacher and pupils. These questions will consist of:

1. The motive question.

This will involve a grasp of the main idea of the selection.

2. Questions checking the main points and important details.

3. Judgment questions.

These will cause the children to think through

the material in order to make certain deductions, will bring out appreciation of character, the author's style and choice of words, and will cause ideals to be formed. (See Chapter IV, page 42.)

4. Organization questions.

These questions will bring into relief the main ideas in their proper sequence, appreciation and comprehension will be aided, greater command over the material will be secured and thereby use will be facilitated. (See Chapter IV, page 45.)

5. Questions calling for oral reading.

Questions calling for oral reading may be given to prove:

- a. The validity of a statement in answer to a thought question.
- b. Character delineation.
- c. The beauty of certain passages. (See Oral Reading, page 135.)

6. Questions involving the use of difficulties.

Many of the thought questions already suggested should aid in the mastery of both individual and class difficulties. In the lower grades additional thought questions may be given which will call directly for the picking out of the difficulty and the mastering of it. (See page 48.)

In the upper grades children may be asked:

- a. What words have given them difficulty.
- b. The meaning of such words, phrases, or allusions.
- c. The use of the difficult word in another sentence.
- d. The use of a synonym.

In the lower grades smaller and more numerous questions will be necessary in order that meaning can be checked and difficulties can be mastered. As the child's power increases, the questions should increase in scope and diminish in number. More responsibility should also be placed upon the children for the asking of thought-provoking questions and discussion of the material.

Variety in the check-up of silent reading.

Variety of procedure is necessary in checking silent reading. The nature of the material and the way it is to be used should regulate the type of check-up. Every type of procedure, however, should make use of questions calling for facts, judgment, organization, and drill on difficulties. The following procedures may be suggestive:

a. Planning for a dramatization.

After answering the motive question, the teacher might ask the children how many characters would be necessary to play the story, and the names of these; the places, and properties necessary; the number of scenes required; and the conversation the different characters would use. This work and the selection of children to take the parts of the different characters, and the choice of places in the room for the various scenes constitutes an excellent test of the child's comprehension of the material. (See lesson on page 259.)

b. Preparing an organization for the reproduction of the story.

After the motive question has been answered the teacher could ask the children to determine the number of large pictures or divisions of the story; name them, or state the main thoughts of these. Then the children should determine what should be told under each of these main divisions or pictures.

c. Formulating thought questions on the material.

After the motive question has been answered, the children could make out thought questions to ask one another. These should include fact questions, judgment questions, organization questions, and drill on difficulties. These questions could be discussed under the guidance of the teacher or in small groups.

- d. Selecting main thoughts in answer to a question.

When using geographical or historical material, the teacher could give a question which would call for the selection and organization of the main points of the material and their necessary details. The discussion of these answers would be an excellent check of this material.

D. Follow-up work.

When much of the recitation time is spent in establishing correct reading habits and in checking the thoughts gained in silent reading, care should be taken to make further use of the material. The nature of the material will determine what this use should be. If it is primarily oral reading material, another recitation period may be necessary to give adequate training in oral reading. This re-reading, however, should be in relation to some need. Groups can practice reading aloud portions of the material, taking the part of different characters, or dramatizing the story. If the material is primarily that of the silent reading type, the children in the lower grades can illustrate, cut, or model the main ideas of the story, its characters or incidents.

The follow-up work then may involve the use of the same material:

1. In another recitation period using a different motive. (See *Types of Recitation Periods*, page 110, and *Oral Reading*, page 136.)
2. In the between-recitation period; as:
 - a. Individual work (see page 117).
 - b. Group work (see page 125).

TYPES OF PROCEDURE IN THE RECITATION PERIOD

As an element of newness is necessary in order that thinking be stimulated and interest and attention sustained, so variety in procedure is necessary in

order that monotony be avoided and concentrated attention secured. The type of procedure used both in the recitation period and in the between-recitation period will depend upon the nature of the material and individual and class needs. Various types of procedure follow.

Type 1

Step A. Preparation.

The teacher introduces the lesson and gives the motive for reading. Difficulties are developed and standards of good silent reading are set up. The motive is now recalled, the material is passed out and the selection found through the use of the table of contents.

Step B. Silent reading by the children.

During this time the teacher is making note of improvement various children show, giving individual help when needed in the mastery of word difficulties and the overcoming of bad habits. Sometimes the teacher keeps a record of the child and the word he has difficulty with in order that during the check-up she may find out whether the child has really mastered the difficulty.

Step C. The check-up.

After answering the motive question, the teacher asks thought questions to check the silent reading ability of the children and to fix the mechanics of reading. See page 104 for the different types of thought questions.

Step D. Depending upon the nature of the material, the follow-up may be any one of the following given during another period:

1. A recitation period spent with the teacher in the oral reading of suitable passages of the

material. For motives for such oral reading see page 136.

2. Group work. (See page 125, 4 a, b, c; 9; 10.)
3. Individual work. (See page 117, 18; 23; 28; 29; 30; 31; 32; 34; 35; 36; 37.)

Type 2

Step A. Preparation. Same as Type 1.

Step B. Silent Reading. Same as Type 1.

Step C. Check-up.

After answering the motive question, the children make out and ask one another a series of thought questions. These questions should bring out the main points and important details; include judgment and organization questions, and check the main difficulties. It is advisable to do this under the guidance of the teacher in order that standards of what constitutes a good check-up of silent reading can be established. It will also make possible intelligent independent group and individual work of the same kind. This type of work will give training of inestimable value in forming correct study habits needed in history, geography, and language.

Step D. The follow-up work.

The follow-up work may consist of another recitation period spent in the discussion of the questions and their answers. (For other possibilities, see Type 1.)

Type 3

Step A. Preparation. Same as Type 1.

Step B. Silent Reading. Same as Type 1.

Step C. Check-up.

After answering the motive question, the children decide the characters, scenes, properties, places, and

conversations necessary for the dramatization of the material.

Step D. The follow-up work.

The follow-up work during another period may be:

1. Group work.
 - a. To read the story by parts to see which one reads well enough to be chosen to take the part of one of the characters in the dramatization.
 - b. To choose the children to take part in the play and practice it.
2. Individual work.
 - a. To become so familiar with the story that they will be able to take part in the play.
 - b. To prepare additional or different conversations than the ones given in the book.

Type 4

Step A. Preparation.

The teacher recalls some need for the reproduction of a story as for a reading afternoon. The teacher or children set up the motive for reading; namely, to find out whether this story would be a good one to reproduce on that occasion and why. Standards of good silent reading are recalled if necessary.

Step B. Silent reading of the story.

Step C. Check-up.

After answering the motive question, the teacher develops the need of an organization of the story to aid in reproduction. Teacher and children together make out a coöperative organization of the main movements of the story and their necessary details. Attention is called to the author's use of good words. Difficulties encountered in the reading are checked.

Step D. The follow-up work during another period.

Groups form to practice telling the story in order to select the one from each group to tell it before the class as a whole; the one who tells it best to be selected to tell the story on the important occasion.

Type 5

(For two groups using different material)

Group 1

Step A. Preparation.

The teacher introduces the lesson and she or the children set up a motive for the reading. In the lower grades universal difficulties are dealt with, in the upper grades the children are held responsible for mastering these independently. If necessary, standards to be kept in mind are recalled.

Group 2

Continuing work of previous period.

Step B. Silent reading.

Children read silently keeping a list of difficulties which they cannot master independently, as the teacher is now occupied with Group 1.

Step A. Preparation.

Same as Group 1, only applied to different material.

Step C. Check-up.

Thought questions which will check up the silent reading are uncovered at this time. (For types of questions to be used see page 104.)

Step B. Silent reading.

During this time the teacher is making note of improvement various children show, giving individual help when needed in the

The children may write the answers to the questions or form in small groups for discussion of these.

mastery of word difficulties and the overcoming of bad habits. Sometimes the teacher keeps a record of the child and the word he has difficulty with in order that during the check-up she may find out whether the child has really mastered the difficulty. If this group does not need the teacher's undivided attention she can at this time help in the check-up of Group 1.

Step C. Check-up.

A series of thought questions is given by the teacher which will check the silent reading and fix the difficulties. (For types of questions see page 104.)

Step D. Follow-up work.

The teacher collects the answers to the questions or has a brief report from the groups. She also gives help on any individual difficulties that have been listed.

Other follow-up work should be carried on in the between-recitation periods. (For suggestions see Group and Individual Work, page 117.)

Step D. Follow-up work.

The follow-up work should be carried on in a between-recitation period. (For suggestions see Group and Individual Work, page 117.)

Type 6

(For two groups using different material)

Group 2 has had a silent reading lesson developed according to Type 1 through Steps A, B, and C. They are now having a between-recitation period doing follow-up work of the lesson. Group 1 is having an initial reading lesson with the teacher.

Group 1

Step A. Preparation.

Same as Step A under Type 1.

Step B. Silent reading.

While the teacher gives individual help and checks reading habits of this group, she also goes about among the small groups of Group 2 giving suggestions and checking the work.

Step C. Check-up.

Same as Step C under Type 1.

Step D. The follow-up work.

The follow-up work should be carried on in a between-recitation period. (For suggestions see Group and Individual Work, page 117.)

Group 2

Step D. The follow-up work.

The groups form to:

1. Discuss the sentences, phrases and words used which made them:

See the pictures

or

Feel happy, sad, amused or excited

or

Enabled them to know or judge the characters in the story.

2. Organize the main movements, thought divisions, or pictures in the story. This organization should include the necessary subheads under each topic. Both main points and subordinate points should be expressed in the form of brief full statements.

3. Plan or carry out a dramatization.

Type 7

(Geographical or historical material)

Step A. Preparation.

The teacher recalls the problem which has arisen in the geography or history work and which becomes now the motive for reading. Different supplementary material is given to the members of the class.

Step B. Silent reading.

The teacher gives individual help in the use of the book and in the selection of material pertinent to the problem.

Step C. Check-up.

Individuals report upon the material they have found, the rest of the class judging the value of their contributions. Sometimes it may be well for the children to read extracts from the material to prove their points.

Step D. The follow-up work.

During a between-recitation period or the geography or history period, the children select and organize the material in relation to the problem, the teacher giving help as needed.

Type 8

(Using library material)

Step A and Step B.

Step A and Step B have already been accomplished. Each child has chosen and read silently some library book with the purpose in mind of giving such a report upon the book that the rest of the class will desire to read it.

Step C. Check-up.

Small groups form, and each child makes his book

report. The other members of the group may ask questions to clear up points, may make or have additional points given. Each group selects the child making the most interesting report to appear before the class and try to interest the members of the class in the book he has been reading.

Step D. The follow-up.

During the recitation period, when the reports from the small groups are given before the class, the class criticizes the reports, asking questions which they want cleared up or having additional points given.

Type 9

(Re-reading material with a different motive)

Steps A and B. Preparation and silent reading.

A need has arisen for a story to be told on a special occasion. The teacher has assigned two or three selections, which have previously been taken up in class, to be re-read in order to select the best one for reproduction. This re-reading by the children has already been done in a between-recitation period.

Step C. Check-up.

In the recitation period the children form into small groups and decide upon the best story. The class forms and each leader gives the decision of his group. The story having the greatest number of votes is selected and organized by children and teacher for the reproduction.

Step D. The follow-up work.

In a between-recitation period small groups form and each child practices telling the story. The child telling it the best in each group is chosen to appear before the class. The class decides who will tell it upon the special occasion.

HOW TO MAKE PROFITABLE THE BETWEEN- RECITATION PERIOD

Many bad habits of study can be traced to the conduct of the between-recitation period. The educational world at last realizes that this period affords unusual opportunities for the development of individual study habits and for the development of social coöperation.

The conduct of the recitation period will regulate to a great extent the way in which the between-recitation period is spent. If the children are led in the recitation period to read in the light of a motive, if their ability to get thought is checked by judgment and organization questions rather than by questions calling merely for reproduction or oral reading, if they are led to see the importance of reading at one's maximum rate of speed and how this can be accomplished, much of this training will carry over into their method of study during the between-recitation period. Definite training, however, must be given for the use of correct study habits during this period. This can be done by observing the following suggestions:

1. The child must feel that the work of this period contributes to or is necessary for the working out of his interests or purposes. This will insure interest and attention. There must be enough and varied material to meet the needs and interests of individual children.
2. Sufficient material must be provided so that the bright

child will work at his maximum rate of speed during the entire period. This can be accomplished by allowing him to do additional work or work of a different nature, such as the use of library books, or completing a project. This will avoid the usual waste of time and the formation of habits of dawdling. The slower child should be required to work at his maximum rate of speed, but should not be expected to cover the same amount of material that the brighter child does.

3. Children should often be allowed to select the material they wish to use for silent reading during this period in order that their individual interests, needs, and abilities may be met.
4. Variety in the conduct of this period should be provided in order that lack of attention and interest may not result.
5. Individual work must be provided for. This will give opportunity for the development of individuality. It will also give the child an opportunity to form or strengthen certain habits which he feels desirable, as well as correcting undesirable habits.

Individual work and the between-recitation period.

The following are suggestions for individual work in silent reading to be used during the between-recitation period:

1. Give written directions, concerning some activity to be performed, such as:
 - a. Paint or draw with crayola a jonquil.
 - b. Show by drawing, how the wind helps us.
 - c. Show by cutting, how the wind helps us.
 - d. Model a kitty.
 - e. Read page 3 and draw a picture telling what you read.
2. There should be in every first- or second-grade room a table which may be called "The Reading Table." If possible, a set of small chairs should stand around the table, and upon it should be a number of such books as

the children CAN READ. The books should, of course, be illustrated. For the first grade there should be stories pasted on tag board, all of the good primers, and a few of the easier first readers.

3. Cut stories from old readers or children's papers. Paste them on heavy tag board or place in envelopes. Use these as supplementary reading. As a test of reading done, encourage some mode of expression through drawing, cutting, or modeling.
4. Cut stories from old readers. Paste them upon envelopes. Inside the envelopes have duplicate stories sliced in sentences or in words and phrases. Let children build up the stories. The child should be able to read his story.
5. Illustrate the story or incidents in the story using suitable media, as model a figure, illustrating the sentence taught (in beginning reading), or make a drawing at the board or at the seat illustrating the thought presented. Use scissors and paper.
6. Paste in a booklet a sentence or sentences. Cut and paste in an illustration of the thought, or draw in an illustration. Let this booklet grow from day to day and be the child's own reading book. Use rubber type, hectograph, or cut up old readers.
7. Give children little reading lessons based upon the directed reading. At first let the children paste the lesson in unsliced. Later let them slice these into sentences and arrange in the order that the teacher has upon the board, or in their own order. Preserve unity of thought. These sentences may be pasted in the booklet. Use rubber type, hectograph, or cut up old readers.
8. Provide large envelopes with a mounted picture and a related story written on the outside or on tag board enclosed in envelope.
 - a. Inside have loose duplicate sentences. Let the children match like sentences.
 - b. Cut the duplicate sentences into phrases. Let the children build sentences.
9. Provide envelopes with pictures mounted on outside.

Inside have phrases. Let the child build his own story.

10. Within an envelope have a picture cut up and sentences about it cut into phrases or words. Let the children build up the picture and sentences.
11. Provide small pictures of children in various activities. Have sentences descriptive of them. Match sentences to the pictures. Later on, when children recognize words, cut sentences into words.
12. Have pictures cut from fashion magazines representing different members of a family. (Children can cut and mount these.) In an envelope have sentences telling who each one is; as, "This is mother," or, "I am mother." Match sentences and picture. In the booklets, let children paste pictures of characters in the Primer. Name them.
13. Let children bring, cut, or draw picture illustrating the home activities on different days. Have appropriate sentences for these; as:
 To-day is Monday.
 We wash our clothes on Monday.
14. Let children find sentences telling:
 - a. The name of the day.
 - b. The kind of day.
 - c. The name of the month, as:
 To-day is Monday.
 It is a clear day.
 This month is February.
15. Any familiar rhyme or poem which the children know by heart may be cut into single lines and placed in envelopes. Children should arrange lines in order, from copy or from memory.
16. Make booklets and paste or write appropriate sentences in these. Illustrate a sheep booklet with the sentence, "The sheep give us ———." What the sheep gives can be written or drawn.
17. Write on the board a sentence or story for the children to illustrate.

Illustration:

I am Amy's brown kitten.

I have a blue ribbon around my neck.

There is a ball on the ribbon.

Please make my picture.

18. Have children draw, cut, or model the main incidents in a story, arranging them in sequence.
19. Have children re-read two or three stories to see which would be the best to dramatize, read by parts, or tell.
20. Have children make figures and scenery necessary for a certain selection to be used in a puppet show.
21. Have children prepare questions to ask classmates on the main points of a story each one had read silently. (Attention should be paid to technical points in the writing of the questions as well as the English in which they are expressed.)
22. Have children read in order to answer questions the teacher has written on the board which will check the silent reading of the selection.
(*Note:* The lesson should have been introduced and the universal difficulties dealt with before this is required. A list of individual difficulties should be kept by each child and taken up at a later period, or some children could be appointed to help any one having such difficulties.)
23. Have children practice reading a selection to themselves in order to be the one chosen to take the part of one of the characters.
24. Have children read a selection and decide the most interesting way to take it up with the class.
25. Have children decide which part of a story, in a supplementary or library book, would be most interesting to read aloud to the class.
26. Have children prepare a synopsis of the story up to or following the part read aloud.
27. Have children select a review story and prepare to tell it for the class to guess the name of the story.
28. Have children decide the characters, places, and properties needed in the dramatization of a story.
29. Have children select the funniest, most beautiful, or most exciting part in a selection to present to the class.
30. Have children write what two or three paragraphs are about and then write out the main thought in each.

31. Have children select the most telling dialogue in a story.
32. Have children read a selection and determine what kind of a character ——— was, stating the reasons for their belief in their own words or copying references from the book which will prove their point.
33. Have children write a very short synopsis of a book read for their book record.
34. Have children decide which parts in a story are best to read aloud.
35. Have children begin or end a story in a different but appropriate way.
36. Have children plan different conversations from the ones given in the book. (Class discussions should follow this work.)
37. Have children select and copy from a selection:
 - The good connectives.
 - Polite expressions.
 - The choicest expressions.
 - The most telling paragraphs.

Group Work and the Between-Recitation Period

THE VALUE OF SMALL GROUPS

Stimulation. It is often advisable to have children work in small groups of four or five children, under the leadership of one of their own number. At first the leader should be chosen by the teacher because of his ability in reading. Later he may be chosen by the group itself.

The use of small groups provides a social situation which stimulates many children to put forth greater effort than when working by themselves. The old adage that two heads are better than one is funda-

mentally true. Because of the smallness of the group, the oversensitive and timid child is able to overcome his feeling of self-consciousness and timidity.

Development of social habits. The small groups furnish also an opportunity for the development of good social habits. When working together with a common interest, the need for coöperation and the sharing of responsibility is felt. Opportunities are also given for development of leadership and intelligent fellowship. Real situations calling for self-control arise.

Development of reading-power. Greater opportunity for the development of reading-power is also given through the use of small groups because:

1. More children have a chance to participate.
2. Greater opportunity for practice in reading is given.
3. More material can be read.
4. The teacher has greater opportunity to give help to individuals and groups especially needing her assistance.
5. Natural situations for discussions arise.

POINTS TO KEEP IN MIND

To have group work effective, careful attention must be paid to the organization and supervision of the groups. The following points should be kept in mind:

1. Group work should not be permitted until standards in reading have been developed and partially fixed. During the recitation period the teacher has the opportunity to develop standards of good silent reading. She also has the opportunity to make the child con-

scious of the habits necessary to attain these standards and to make him feel the desirability of forming such habits. These habits should become partially fixed in the recitation period before group work is attempted; otherwise, undesirable habits may creep in when the children are working by themselves and less closely supervised by the teacher. When a certain number of individual children show sufficient reading power, they may be allowed to form a small group while the rest of the children are doing individual work. This privilege of working together will serve as an incentive to the rest of the group to form the necessary habits.

2. Standards and habits of order should be well formed before children are allowed to work in small groups. Each child should show a certain amount of self-control before he is permitted to join a social group. The teacher as well as the leader of the small group should feel responsible for developing and maintaining good social habits. At the slightest sign of the lack of self-control and coöperation, the offending child should be isolated from the group and not be permitted to return until he shows evidence of being able to contribute his part to the success of the group. The gradual formation of groups is very desirable, as it gives the teacher the opportunity to check more carefully the social habits which are absolutely essential to the success of group work.
3. Careful attention should be paid to the formation of groups. At first the teacher should select the children who are strong enough both from the point of view of reading habits and social habits to work together. She should also select the leader for the group. After the children have become accustomed to working together, a more scientific basis for the selection of the personnel of the groups should be used. Children who need special help or opportunity for drill along definite lines should be grouped together under the leadership of a child who is strong in that particular. These needs can be ascertained by the results of class work or by the use of standard tests.

4. Opportunity to develop leadership should be given to every child. What constitutes good leadership should be developed by the teacher. True leadership should be carefully distinguished from bossism. The criticisms and discussions of the leaders should be carefully noted by the teacher in order that the spirit of the group be kept sweet and wholesome. Constructive criticisms rather than destructive ones should be encouraged. Children should be led to see that it is better to say, "The work in our group would have been better to-day if John had been able to read more rapidly," than, "John read so slowly we couldn't finish our story." While the leaders at first should be chosen from among those who naturally possess the quality of leadership, the personnel of the groups should so change that at some time or in some subject each child should be given the chance to become a leader. The timid child needs the opportunity to develop self-confidence. The confident child needs the opportunity to develop the qualities of good fellowship. It is quite as undesirable for the bright or overconfident child always to be a leader as it is for the backward or timid child never to have such an opportunity. Only in this way can training in the principles of good democracy be developed. The need of democracy to-day is to have wise, unselfish leaders and intelligent, responsible followers. The school should be held responsible for the development of the habits which are necessary for good citizenship.
5. The accomplishments of the groups should be carefully checked by the teacher. Unless the amount and type of work accomplished in the groups is carefully checked, group work may become a menace rather than an asset. The development of social habits should also be checked. A few minutes at the close of the period may be utilized for this checking. Each leader may be asked to give a report of the work of his group. Certain members of the group may be asked to state how they have been helped or what they have accomplished during the period. Sometimes it may be

advisable for the teacher to state various points she has noted about the work or points necessary to keep in mind in the future.

SUGGESTIONS FOR THE USE OF SMALL GROUPS

The following are suggestions for group work in silent reading to be used during the between-recitation period:

1. Children form in small groups of four or five, with a leader, appointed first by the teacher, later by the children themselves. Let each group decide on some story to prepare to present to the whole group. This preparation may be to:
 - a. Tell the story.
 - b. Dramatize it.
 - c. Pantomime the story.
2. Children form in groups and read a story or unit silently, to be able to tell the story to the others in the small group.
3. Children form in groups and read silently a number of stories to see which one is best to dramatize. Let discussion follow the reading.
4. Children form in small groups:
 - a. To plan for a dramatization.
 - b. To practice a dramatization.
 - c. To discuss different conversations that might be used in a story.
 - d. To discuss which of two or three familiar stories would make the best play.
5. After a number of stories have been developed with the teacher, the children may form in small groups:
 - a. To select the story they think would be the best to dramatize or reproduce for some special occasion.
 - b. To plan the best way to dramatize or reproduce the selected material.

- c. To practice dramatizing or reproducing the selected material.
6. The teacher introduces the lesson and writes a question or questions on the board for the children to read silently and find the answers. The small groups form and discuss the answers to the questions.
7. The teacher introduces the lesson. The children read the lesson silently, then write questions to bring out the main points of the story. The small groups form and discuss both the questions and answers.
8. The teacher introduces the lesson and gives a question or questions for the children to read silently and find the answers. Then the small groups discuss the most interesting way to take up the lesson in the recitation period. The following ways might be used:
 - a. A part of the lesson told and a part read aloud.
 - b. Oral reading of the entire selection.
 - c. Reproduction of the selection.
 - d. Dramatization of the story.
9. After a lesson has been introduced by the teacher, read silently by the children, and the thought checked by the teacher, the children could form into small groups to discuss the sentences, phrases, and words used which made them:
 - a. See the pictures.
 - b. Feel sad, happy, amused or excited.
 - c. Know or judge the characters in the story.
10. The teacher introduces the lesson and checks the silent reading of the children. The groups then organize the main movements, thought divisions, or pictures in the story. This organization should include the necessary subheads under each topic. Both main points and subordinate points should be expressed in the form of brief, full statements.
11. The teacher gives three or four new stories for the children to read silently to see which each one thinks would be the best to dramatize or reproduce for a special occasion and why. The small groups form and

discuss their individual decision before the class. Class discussions participated in by teacher and pupils follow.

12. After three or four selections have been read silently by the children and the thought checked by the teacher, the children make a list of words used in those selections which they think would be good ones to add to their vocabulary. Groups then form to discuss these words.
13. Children make a report to the small group on a library book read to try to make the other children want to read that material. Following the report the members of the group may ask questions to clear up points made or have additional ones given. This report may be an oral synopsis of the story.
14. A library or a supplementary book may be given to each of the small groups. Each day, two or three children carefully prepare a portion of this book to read aloud to the rest of their group. After a few days of such work one child is chosen from each group to interest the class in the book they have been reading. (For suggestions about this report see 1, a, b.)
15. Small groups may form to listen to and offer suggestions on the written reports given on the library material read. The children could choose the question from the following suggestive list which seems best suited to the material read and answer this on the card in the space indicated.
 - a. Why did you like or dislike this book?
 - b. What did you like best in the book?
 - c. What character did you like best and why?
 - d. Describe the most interesting, exciting, or funniest part of the book.
 - e. What event or description stood out most clearly?
 - f. What made this man or woman great?
 - g. What kind of person was the character you liked the best?
 - h. Remarks.

Front of Card

Title of book..... Author.....

General estimate of the book.....

(Answer question or questions here)

Back of Card

Date.....

Name of pupil.....

16. Groups could form to see if the material or a part of the material brought in would help them answer problems they are trying to solve in History, Geography, Hygiene, Nature Study. They should also determine how it could best be presented to the class.
17. If a class book of jokes, animal stories, or stories of heroism is being made, groups could discuss whether material brought in is suitable for the purpose.
18. Groups could discuss what newspaper article should be posted on the Bulletin Board for Current Events. Articles often need to be shortened. This could be done by the group.

19. Children should be stimulated to search for good material to use on special programs. Groups could discuss and prepare such material for the occasion.

QUESTIONS FOR DISCUSSION

1. Why should training in silent reading be given?
2. When should this training be begun? Why?
3. What material is best suited for silent reading?
4. What preparation must a teacher make for a lesson in silent reading?
5. Discuss the steps in a silent reading lesson.
6. In what ways can silent reading be checked?
7. How can material be re-used? What are the dangers to be avoided?
8. How can the teacher manage two or more reading groups during a reading period?
9. How can the between-recitation period be made profitable?
10. What are the values of small groups?
11. When and what kind of material do you read aloud?

CHAPTER IX

HOW THE CHILD CAN BECOME A GOOD ORAL READER

THE VALUE OF ORAL READING

WHILE the importance of training in silent reading is being recognized more and more for reasons developed in the previous chapter, we must not ignore the fact that oral reading also has its value. However, the amount and kind of oral reading commonly done in the schools cannot be justified. Experiments have proved conclusively that too much oral reading decreases comprehension as attention is largely focused upon the correct calling of words rather than the interpretation of thought. Too much oral reading "actually builds up fixed habits of word-pronunciation and articulation of a slow, plodding character which many investigators allege are almost ruinous to the formation of the opposite habits of rapid, effective, silent reading of the meaningful type."¹ While the dangers of oral reading must be kept in mind, the following values of this type of reading must be recognized:

1. When reading silently one often comes upon passages or ideas that one wishes to share with others. The

¹ O'Brien in *Silent Reading*. Used by permission of The Macmillan Company, publishers.

ability to do this well is dependent upon good oral reading.

2. Certain types of material such as poetry, beautiful descriptive and emotional passages can only be fully appreciated when they are read aloud. The rhythm of poetry, the choice of words in beautiful descriptions, and an author's style can best be enjoyed when they are interpreted by the human voice.
3. Unfamiliar and difficult words are more readily fixed in consciousness when they are heard as well as seen. Therefore, in beginning reading more attention should be paid to oral reading than is necessary in the upper grades.
4. The human voice is one of the most effective instruments in life. Comparatively few people can use this instrument effectively. A good speaking voice, clear enunciation and pronunciation are assets in all walks of life. Training in good oral reading should result in the acquisition of pleasing, well-modulated and easily understood voices. The ability to use the voice effectively cannot be overestimated. Good voice training is one of the crying needs of the day. Many people with great messages are unable to impart these to an audience because they lack the ability to use their voices effectively. The school then, should not neglect the opportunities which oral reading affords to develop desirable speaking voices.

HABITS, SKILLS, AND APPRECIATIONS TO BE DEVELOPED THROUGH ORAL READING

In order that a child may become an efficient oral reader certain habits, skills, and appreciations need to be developed in children. While each grade should be held responsible for definite accomplishments, all grades should be working toward the realization of the following general objectives:

1. To make the audience see the pictures.
2. To make the audience experience the humor, sadness, or excitement of certain passages.
3. To make the audience feel that the real character is talking.
4. To make the audience appreciate and love the poem.
5. To read with pleasing, easily-understood voices.
6. To enunciate clearly and pronounce words correctly.
7. To read smoothly.
8. To stand correctly.

TYPES OF MATERIAL FOR ORAL READING

Not all material lends itself to good oral reading. Selections which appeal to the emotions, such as exciting, pathetic, dramatic, humorous stories, beautiful descriptions, poetry, and conversations furnish excellent material for oral reading. Care should be taken that this type of material rather than the factual or informational type is selected for training in oral reading. Most selections in our readers involve material of both types. It remains for the teacher to ask such questions that the child will be led to express the thoughts of the informational parts in his own words and to read aloud the conversations and the emotional parts. Through such questions, standards of what constitutes good material for silent and oral reading will be developed in children. Later they themselves should be held responsible for choosing the parts suitable for oral reading. The children who need the most practice in oral reading should be asked the questions calling for oral reading or asked

to select the parts best adapted for this type of reading.

THE TEACHER'S CAREFUL PREPARATION FOR THE LESSON

As in silent reading, the teacher must make careful preparation for the lesson in order that habits, skills, and appreciations necessary for good oral reading be developed by the children. She must know:

1. The needs of the group.

The teacher's knowledge of the needs of her group will be the basis for:

a. The selection of the materials.

If the children need much practice in oral reading, the teacher should select material involving many conversational passages, dramatic parts, adventures, beautiful descriptions, as well as poetry, rather than informational and factual material. In the latter type, however, she should make use of all the bits of material that lend themselves to oral reading. Besides the oral reading material found in basal and supplementary books, excellent chapters or passages can be selected from library books and home reading.

Historical material offers many thrilling experiences, exciting scenes, hazardous undertakings, heroic tales, fine character delineation, incidents of loyalty and bravery, and patriotic speeches. Geographical material presents interesting descriptions of peoples, their ways of dressing, living, interesting customs, modes of transportation, ideals and aspirations; beautiful descriptions of countries, their interesting places, beautiful scenery, art treasures, and historical landmarks. All these are excellent material for

oral reading. In addition one sometimes needs to read aloud material of a purely factual and informational type in order to prove a point or sustain an argument.

b. The grouping of children.

The children who need much practice in oral reading can be grouped together and oral reading stressed while the other children do silent reading followed by reproduction of the material in their own words, rather than by oral reading. In rural schools children from two or three grades can be thus grouped. The needs of the children can be ascertained from the classroom work and the results of standard tests.

2. The material selected to meet the needs of the group.

The teacher should be familiar with the material selected for the children. She must know the central thought, the main divisions of the selection, and the portions best adapted for oral reading. The latter she must be able to read well herself in order to be able to ask thought questions which will help the child to give the proper expression.

3. How to use the selected material.

In order to give the best training in oral reading, silent reading should as a rule precede any attempt to read aloud. This will enable the child to center his attention upon the interpretation of the thought already secured.

The following steps suggested for the preparation of silent reading material should precede a period devoted primarily to developing the art of oral reading.

A. Preparation.

1. Introduction of the material. (See page 99.)
2. Motive for reading. (See page 100.)
3. Mastery of universal difficulties. (See page 101.)

4. Standards of reading to be kept in mind.
(See page 103.)
5. Recall of the motive. (See page 103.)
6. Material given out or found in the book.
(See page 103.)

B. Silent reading. (See page 104.)

C. Check-up of the silent reading. (See page 104.)

The check-up of this material which is primarily of the oral reading type, should call for much more oral reading than material of a factual or informational type. However, not many passages should be read aloud but a question given calling for the thought to be expressed in the child's own words. The judgment and organization questions, which should play as important a part in oral reading as in silent reading, furnish many opportunities for oral reading. Thoughts can be checked and oral reading secured by the use of such thought questions as the following:

1. Read what a certain character said.
2. Read it the way you think the character said it.
3. Read the most exciting part of the story.
4. Read the most humorous part.
5. Read the most pathetic part.
6. Read the most beautiful part.
7. Read the part containing the most expressive words.
8. Read the part you like the best.
9. Read the part that proved that Mr. B. was kind.
10. Read the portion that justifies your statement.
11. Read the part of the selection that gave the most knowledge of a character.
12. Read the part that makes you see the picture most clearly.

13. Read the stanza of the poem you like best.
14. Read the answer to a thought question.

D. Follow-up work.

Oral reading is an art and as such requires much practice for its development. While much oral reading is secured in the check-up of the silent reading of such material, not all but many selections can to advantage be used in additional periods. Care must be taken that interest in the material and appreciation of the material is not destroyed through over-development.

To develop standards of good oral reading suitable material, already checked up from the standpoint of thought, should be used in another recitation period under the direction of the teacher.

THE RECITATION PERIOD DEVOTED TO ORAL READING

Suggestive Steps in an Oral Reading Lesson

A. Preparation.

1. Introduction and motive.

At the close of the check-up of the silent reading, some need for further use of the material should have been set up. This will insure interest, attention, and good thinking in the use of this familiar material. The recall of this need will constitute both the introduction and the motive for this lesson. The following motives may be suggestive:

- a. To be the one chosen to read to others, as at parties, assemblies, to school officers, other divisions, groups or grades.
- b. To be able to conduct one Morning Exercise period a week.
- c. To take part in a Puppet Show.
- d. To be able to be the leader of a small group.
- e. To be able to take the part of a certain character.

- f. To increase one's ability to read well.
- g. To read the most exciting or interesting part from library material.
- h. To take part in a dramatization. Dramatizations furnish one of the best motives for oral reading as:
 - (1) Meanings are seen more clearly.
 - (2) More repetition with concentrated attention is possible.
 - (3) Initiative is developed.
 - (4) It utilizes the dramatic instinct which is strong in children.
 - (5) It motivates many of the other school subjects, as spelling, writing, language, handwork, history.
 - (6) Good thinking is required in planning and criticizing the plays.
 - (7) Individuality is developed.

Note: Along with the dramatizations using the books, should go free dramatizations of stories told or read, in order to give more training in language.

2. Review of difficulties.

In the lower grades the universal difficulties were taken up before the children read silently. In the upper grades the children were held responsible for mastery of these. In all grades the teacher tested the mastery of all difficulties, both universal and individual.

If further attention to difficulties in pronunciation and enunciation is necessary, it should be given at this time in order that fluency and clearness in oral reading can be secured.

3. Development of standards.

Until standards of good oral reading have been established, it is advisable to have the children set up definite goals which they wish to attain. For

suggestive standards see page 132. This step should be omitted when the attainments of the children render it unnecessary and cause a waste of time.

B. Oral reading.

The type of material and the motive for reading will regulate the conduct of the recitation period. The following procedures may be suggestive:

1. Taking the parts of characters.

Children should decide how many characters are in the story. Many children should have the opportunity to take the part of various characters and the part of the book before any one is chosen for the special occasion for which they are preparing. Whenever possible the children should make this choice.

2. Dramatizing with the books.

In addition to taking the parts of the characters the children can select places in the room which will best represent the locations described in the story, use simple materials for necessary costumes and properties and interpret the part of the characters through action. All this will lend variety, interest, and enthusiasm to the oral reading and be an excellent preparation for free dramatization.

3. Reading to answer questions.

These questions should call for the reading of the emotional passages, pictures, and conversations. The child should be held responsible for selecting the appropriate part in relation to the question and for determining the amount to be read.

4. Preparing for reproductions.

Material rich in descriptive passages but not dramatic in its character can be read aloud to secure good expression and choice use of words, in order that the reproduction of the story in the child's own words can be improved.

5. Preparing for puppet shows.

Practice in reading conversations makes possible better expression and appropriate language for a puppet show.

6. Reading of a poem.

Poems, being so much shorter than prose selections, can usually be developed in one recitation period. They can be checked from the thought standpoint and sufficient opportunity can be given for the oral reading. The usual steps under preparation and the silent reading of the entire poem would be followed. In the check-up, the thought questions bringing out meanings, appreciations, and beautiful expressions, will call for oral reading of the portions of the material. Before any attempt is made to read the poem as a whole it is well for the teacher to read the poem to the class. This calls for careful preparation on the part of the teacher in order that the beauty and unity of the whole poem will be felt by the children.

Following this, larger portions of the poem should be read by the children in relation to thought questions. At the close of the period the whole poem should again be read either by a child or if necessary by the teacher. For lesson plan see page 220. If more practice is desired the poem could be used in another recitation period or in group work in a between-recitation period.

GROUP WORK IN THE BETWEEN-RECITATION PERIOD

The values and dangers of group work have been discussed on page 121. The following ways of using small groups for oral reading may be suggestive:

1. Have children form in small groups of four or five, with a leader, appointed first by the teacher, later by the

children themselves. Let each group decide on some story to prepare to present to the whole group. This preparation may be to:

- a. Read it aloud.
 - b. Read it by parts.
2. Have children form in groups and read aloud a number of stories in the Primer or the review work that the teacher has mounted on heavy cardboard.
 3. Have children form in small groups and read aloud a number of stories to see which one is best to dramatize. Let discussion follow the reading.
 4. Have children form in small groups and practice reading poems already developed in the recitation period.
 5. Have children read a selection aloud in order to select the one who will take a certain part the best. (This material should usually have been dealt with as a silent reading lesson where difficulties have been dealt with and thought-getting checked.)
 6. Have children practice a dramatization.
 7. Have children read aloud to the rest of the group a chapter or story, which has previously been prepared either at home or at school, from one of the supplementary library books.
 8. Have children practice reading a story by parts.
 9. After a number of stories have been developed with the teacher, the children may form in small groups to practice reading to the rest of the small group the story or the part of the story they like the best.
 10. After the lesson has been introduced and the children have read silently the groups may form and read the story aloud to choose the one from their group who reads the best. The ones chosen from the different groups compete to see which one will read it on some special occasion.
 11. The small groups form and the children practice reading aloud or are asked thought questions by each other to see whether they are eligible to join a classroom Reading Club.
 12. After a lesson has been introduced by the teacher, read silently by the children, and the thought checked by

the teacher the children could form into small groups to discuss the sentences, phrases, and words used which made them:

- a. See the pictures; or
 - b. Feel sad, happy, amused or excited; or
 - c. Able to know or to judge the characters in the story.
13. Children can make a report to the small group on a library book read to try to make the other children want to read that material. Following the report the members of the group may ask questions to clear up points made or have additional ones given. This report may be an oral reading of parts of the story and a synopsis of the rest.
 14. A library or a supplementary book may be given to each of the small groups. Each day two or three children carefully prepare a portion of this book to read aloud to the rest of their group. After a few days of such work one child is chosen from each group to interest the class in the book they have been reading. For suggestions about this report see 1, a, b.
 15. Children could select the best newspaper article brought in to their group and practice reading it so they will be chosen to read it before the class.
 16. Have children prepare the funniest, most beautiful, or most exciting part in a selection to present to the class.
 17. Have children decide and prepare the parts in a story which are best to read aloud.

QUESTIONS FOR DISCUSSION

1. Why should training in oral reading be given?
2. What motives can be used for oral reading?
3. What material is best suited for oral reading?
4. What should the child have done before he attempts to read aloud?
5. How can practice in oral reading be secured?
6. What opportunities does group work afford for the development of oral reading? Of social habits?
7. What habits do you need to overcome in your reading? How can these be ascertained?

CHAPTER X

HOW THE CHILD CAN BE HELPED TO OVERCOME INDIVIDUAL DIFFICULTIES

THE previous chapters have given positive suggestions to help the child become conscious of his need for good reading habits. In the suggested steps for both silent and oral reading lessons, definite provision has been made for the children to feel the need of and to work definitely toward the formation of certain desirable habits.

THE NEED OF REMEDIAL MEASURES

This daily attention to correct habit formation will be sufficient to insure efficiency in reading for most children, but it will not always be adequate to meet the needs of those children who have individual difficulties in reading due to physical and mental defects, and undesirable habits due to bad training. Many children have been unable to continue their school work because of the fact that their failure to cope with certain school subjects has not been traced to their inability to read effectively. It is of fundamental importance that the teacher detect such cases, diagnose the difficulties and know how to give remedial treatment.

MEANS OF DIAGNOSING INDIVIDUAL DIFFICULTIES

To detect children who have trouble in reading and

to diagnose their individual difficulties, the following means can be used:

1. General observation of the teacher.

The teacher's estimate of the child's ability will be based upon her general observation of the child during the recitation and study periods and upon the results of informal tests.

The teacher notices that it takes some children much longer to finish reading a selection than it does others; some are unable to answer questions based upon the material; others have difficulty in history and geography in selecting facts pertinent to the problem, and in using sources of information effectively; in arithmetic, inability to interpret the conditions of the problem is shown. These outstanding cases need to be studied and to be given special treatment.

2. The use of informal tests.

To secure more accurate information the teacher can make use of informal tests. Informal tests differ from standard tests in that "they are not so carefully organized, their difficulty has not been scientifically determined, and there are no standard scores for each grade." The value of informal tests lies in the fact that every teacher can use informal tests when standard tests are not available, and can select material suited to the particular interests and abilities of her group. The following ways of using informal tests are suggested:

a. Informal tests for comprehension.

Method 1

The teacher selects material suited to the interests and ability of the class. This material may be in *new* books or material written or printed on cards. After the children have read the material silently the teacher passes out

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hectographed sheets on which are written a certain number of questions. Below these questions are written short answers, one of which is correct. The following questions based upon the story of the Gingerbread Boy would be typical:

What did the old woman make?

A cake

A gingerbread boy

Some bread

The teacher reads the first question on this sheet and the answers, telling the children to check or underscore the correct answer. Follow the same plan for each question. The teacher determines the value of each question and grades the papers on this basis. Individual and class graphs can be made from this data. For the making of graphs see page 26.

Method II

This method can be used when the children have greater power than that required for Method I. The same procedure is employed as in Method I, except that instead of the teacher's reading all the questions and answers she will simply read the first and have the children read for themselves the remaining ones. The results can be determined and used as suggested in the former method.

Method III

When the children are able to write the answers to questions a different check-up is possible. After the children have read the selection silently, the teacher can give out a list of fact questions based upon the material and have the children write their answers. Care should be taken that the questions are stated clearly and require only a short answer. Score and record results as before.

Method IV

In the check-up of silent reading, it is suggested that use be made of questions calling for the exercise of independent judgment. To test the children's ability to make deductions, a group of judgment questions based on the material could be given the children to answer after the silent reading has taken place. For suggestive questions see page 42. Score as before.

Method V

Attention has been called to the advisability of using organization questions in the check-up of silent reading. The child's ability to organize can be more accurately determined by giving the children an informal test. After the silent reading of a selection has taken place give the children a list of organization questions based upon the material read. These questions should be stated clearly and call for brief answers. For suggestive questions see page 45. Score and record results as in Method I.

b. Informal tests of speed in silent reading.

Ways of giving and scoring informal tests to determine the rate of silent reading were taken up in detail under Chapter VI, "How the Child can increase his Speed in Reading." For suggestions see page 64.

c. Informal tests in oral reading.

It is much more difficult to test the ability of a child to read aloud than it is his silent reading ability. All oral reading tests, whether informal or standardized must be given to each child separately. This requires so much time that it is difficult for teachers of large classes to find the time for such tests. It is also much more diffi-

cult to score the tests as the character of the error made must be recorded.

Oral tests may be given to determine types of errors made in word recognition such as, mispronunciations, insertions, omissions, and substitutions. Other tests may be given to score the quality of oral reading. The habits and skills necessary for good oral reading were taken up in Chapter IX, "How the Child can become a Good Oral Reader." For a list of these habits and skills see page 131.

3. Standard tests.

Standard tests in contrast to informal tests are scientifically graded as to difficulties, are well organized, and give a standard score for each grade. This makes possible the comparison of achievements of individuals and their progress from grade to grade. Through the use of standard tests, methods of procedure and principles of practice can be determined and evaluated. Standard tests also indicate more accurately and scientifically the child's reading ability and the individual differences in the reading capacity of the members of the groups. Unless, however, tests are followed by remedial measures to remove the cause of the individual differences revealed by the diagnosis, the tests have little value.

In giving standard tests care should be taken that the directions are carefully followed and the results are accurately scored. It cannot be too strongly emphasized that unless an interpretation of the results be made and instruction be given to overcome the difficulties revealed or to establish effective reading habits, standard tests have no value. "It is remedial work which gives diagnosis its importance. Indeed, diagnosis has no value except as it leads to remedial plans." (C. T. Gray.)

4. Intelligence tests.

- a. The need of objective measurements of mental ability.

Standard tests furnish the means for measuring objectively the achievements of pupils. In the same class, however, there will be children representing a wide range of ability. Some of these will have achieved the median score for the grade with the greatest effort while others may have achieved the same result with practically no effort. The latter group of children are forming bad habits of study because they are not required to work to their maximum capacity. Some means is needed to ascertain the mental ability of each child in order that the slower child may not become discouraged and form a distaste for school by vainly endeavoring to reach a standard beyond his mental capacity; and that the brighter child may not be permitted to put forth little or no effort to accomplish standards too low for his ability. The personal judgment of the teacher cannot be relied upon to ascertain the mental ability of the children in her class. A more scientific means of measurement must be used. This means is furnished by the group and individual intelligence tests.

While it is an advantage to have these tests given by people especially trained and experienced in psychological testing, they can be given by trained teachers especially interested in the work and possessing such discretion that they will not divulge the results of the tests to either parents or children. The possession of such knowledge may be the means of ruining the bright child by making him overconfident and arrogant, while the slower child be equally harmed by becoming discouraged, supersensitive, and lacking in self-confidence.

b. The use of intelligence tests.

The use of intelligence tests is a great aid to the teacher in knowing what standards of attainment should be required of each child, and the

cult to score the tests as the character of the error made must be recorded.

Oral tests may be given to determine types of errors made in word recognition such as, mispronunciations, insertions, omissions, and substitutions. Other tests may be given to score the quality of oral reading. The habits and skills necessary for good oral reading were taken up in Chapter IX, "How the Child can become a Good Oral Reader." For a list of these habits and skills see page 181.

3. Standard tests.

Standard tests in contrast to informal tests are scientifically graded as to difficulties, are well organized, and give a standard score for each grade. This makes possible the comparison of achievements of individuals and their progress from grade to grade. Through the use of standard tests, methods of procedure and principles of practice can be determined and evaluated. Standard tests also indicate more accurately and scientifically the child's reading ability and the individual differences in the reading capacity of the members of the groups. Unless, however, tests are followed by remedial measures to remove the cause of the individual differences revealed by the diagnosis, the tests have little value.

In giving standard tests care should be taken that the directions are carefully followed and the results are accurately scored. It cannot be too strongly emphasized that unless an interpretation of the results be made and instruction be given to overcome the difficulties revealed or to establish effective reading habits, standard tests have no value. "It is remedial work which gives diagnosis its importance. Indeed, diagnosis has no value except as it leads to remedial plans." (C. T. Gray.)

4. Intelligence tests.

- a. The need of objective measurements of mental ability.

2. Defects in speed in silent reading may be due to:
 - a. Lack of concentration of attention.
 - b. A short span of perception.
 - c. A large amount of vocalization.
 - d. Inadequate control over words.
 - e. Lack of comprehension.
 - f. Faulty eye-movements.
 - g. Too great attention to trifles.
 - h. Defective vision.
3. Defects in oral reading may be due to:
 - a. Lack of interest and consequent lack of effort.
 - b. Lack of comprehension.
 - c. Faulty eye-movements.
 - d. Short span of perception.
 - e. Speech defects.
 - f. Lack of control over words.
 - g. Apperceptive processes too active.
 - h. Too great attention to trifles.

The teacher must determine which of these factors are causing the deficiency in reading. This can be done only by a continuous and intelligent study of the child and by the use of many different tests. After the factors causing the trouble are determined, remedial measures must be given.

REMEDIAL MEASURES

The following remedial measures are suggested to aid the child in overcoming the most universal difficulties:

1. For lack of interest in reading:
 - a. Find out the child's interests and select or formulate easy reading material related to these interests.

- b. Make the child feel his need of reading in order to carry on his own interests, as the radio, baseball, stories.
- c. Surround the child with attractive material related to his interests. Make him curious about this material but do not permit any one to read the material to him.
- d. Make the child confident of his ability to read the material by referring to his success in other lines and appealing to his pride.
- e. Commend the slightest sign of improvement.
- f. Give the child questions to report upon in class which are related to his interests. These questions should require reading.
- g. Give the child material to read aloud which is related to his interests, and with which the other children are unfamiliar.
- h. Get the child interested in taking part in a dramatization by allowing him to choose the character he would like to represent.
- i. Arouse interest in reading material by the use of an introduction.

For further suggestions see Chapter III.

2. For lack of adequate experiences to interpret material:
 - a. Select or formulate material related to the child's experiences.
 - b. Build up experiences that will enable him to interpret the material. This can be done by:
 - (1) The use of excursions.
 - (2) Real objects brought into the classroom.
 - (3) The use of pictures.
 - (4) Reports and stories given by classmates.
 - (5) Working out a project or activity.
 - c. Relate the new material to his experiences by the use of an introduction.

For further suggestions see Chapter III.

3. For lack of control over words:
 - a. Select or formulate stories related to the child's

interests, using the same vocabulary in many different situations.

- b. Make the child eager to read the material by a short introduction and a motive question.
 - c. Before the child attempts to read help him to master the words which you know will cause the greatest difficulty by presenting the words in phrases or short sentences and then:
 - (1) Having him skip over words and get the meaning through context.
 - (2) Having him find familiar phonetic elements in the words.
 - (3) Referring him to other situations in which the word has been used.
 - d. Give much drill upon words in context. See page 48.
 - e. Have the child find all the words on the page belonging to the *ight* family; all the words beginning with a certain sound or letter, as *l*.
 - f. Give lists of words and have the child find familiar elements. All these words must be in the oral vocabulary of the child so that their meaning will be known.
 - g. Interest the child in playing phonic games. See page 88.
 - h. Introduce new words into the child's oral vocabulary through the use of pictures, objects, excursions, and descriptions. Have the written symbol follow the oral presentation.
 - i. Introduce the written symbol to the child through the use of pictures, objects, and descriptions.
 - j. Make perception cards with pictures or illustrations explaining the meaning of phrases or short sentences printed below the pictures. Make quick exposure of these cards.
- For further suggestions see Chapter V.

4. For lack of comprehension:

- a. Give the child a small amount of reading material

suited to his interests and ability. Have him read this silently in the light of a motive question. After he finishes reading have him answer the motive question. As the child's ability develops give questions that require the reading of larger amounts of material. Check for the main points and necessary details.

- b. Have the child read a paragraph silently and then tell what the paragraph is about.
- c. Have the child read the material and reproduce the substance of the amount read.
- d. Have the child make an organization of the material read.
- e. Let the child read the material silently and name the pictures seen.
- f. Have the child read silently and plan for a dramatization.
- g. Have the child arrange marginal headings for the material read.
- h. Have the child find sentences, words, or phrases that tell ———.
- i. After the child has read silently have him give adjectives that describe a certain character. Have him read or tell certain portions of the story to prove the correctness of the adjectives chosen.
- j. Have the child decide how far he would have to read to tell a certain portion of the story.
- k. Have the child read the most amusing, pathetic, exciting part of the story, or the part he likes the best.

For further suggestions see Chapter IV.

5. For short span of perception and faulty eye-movements:
 - a. Discuss the problem with the child and enlist his coöperation.
 - b. After the silent reading of material have the child find phrases that tell ———.
 - c. Make quick exposure of short sentences or phrases.

- d. Print upon a card a simple story found in a book. Cut this into phrases. Expose the phrase cards in sequence until the whole story has been presented. Test the child's comprehension of the material read. Have the child find the same story in the book and read it, striving to take in with the eye the same amount of material as seen on the phrase cards. Continue such training, decreasing the time of exposure or increasing the amount of material on the cards.
 - e. Have the child read simple material. Tell him to run his eye rapidly across the line taking in as much as possible at each movement of the eye. Test the child's ability to get the thought of what was read.
 - f. Mark off familiar reading material into phrases. Have the child practice swinging his eye from mark to mark.
 - g. Prepare reading material with wide spaces between the lines. Use this with the child who has difficulty in making his return sweep of the eye pick up the correct line. Gradually decrease the space between the lines.
 - h. The following methods should be used with children who have difficulty in attacking and identifying new or difficult words:
 - (1) Have the child find all the words on a page that belong to the *ake* family. Have him find all the words beginning with a certain sound or letter.
 - (2) Give lists of words and have the child find familiar elements. All these words should be in the oral vocabulary of the child so that their meaning would be known.
6. For vocalization in silent reading:
- a. Discuss the problem with the child and enlist his cooperation.
 - b. Have the child place a finger on his lips to become conscious of his lip movements.

HOW TO TEACH READING

- c. Decrease the amount of oral reading.
 - d. Have the child realize the relation between his lip movements and his lack of speed in reading.
 - e. Have the child read silently and instead of having oral reading follow check the thought by:
 - (1) Having the child do what the sentence or sentences tell him.
 - (2) Have the child tell the substance of the paragraph in his own words.
 - (3) Have the child tell what the paragraph was about and not give the substance.
 - (4) Have the child illustrate, cut, or model the thought contained in the sentence or group of sentences.
 - f. Select easy and interesting material.
 - g. Have thought and word preparation precede the reading.
 - h. Direct the child to read as much as possible in a given time without moving his lips.
 - i. Have the child read as much material as he can without moving his lips.
 - j. Have the child keep a record of the number of words he is able to read before lip movements are noticed by the teacher. A graph could be made showing improvement.
7. For defective vision:
- When reading difficulties are traced to defective vision a specialist should be consulted.
8. For too great attention to trifles:
- a. Decrease the amount of oral reading.
 - b. Have the child read to find as quickly as possible the answer to a definite question.
 - c. Have quick exposure of perception cards on which are phrases or short sentences.
 - d. Have the child find as quickly as possible in the context the sentences or phrases which will answer the thought question given by the teacher.

- e. In the child's oral reading ignore omissions, additions, and substitutions of little words.
 - f. Always have the child's oral reading preceded by as much silent reading of the material as is necessary for him to become perfectly familiar with the thoughts of the selection.
 - g. Make great use of judgment and organization questions in checking the child's silent reading, ignoring for a while the details.
9. For speech defects:
- a. If the speech defects are due to defective enunciation, make use of phonics. See "Phonic Games," page 88.
 - b. To correct stammering:
 - (1) Have the child know what he is going to say before attempting to give utterance to the words.
 - (2) Have the child produce sound at once, carrying the sound from word to word.
 - (3) Work with the child individually in order to remove all causes of embarrassment.

QUESTIONS FOR DISCUSSION

- 1. Why are remedial measures sometimes necessary?
- 2. What means of diagnosis do we have? Describe each.
- 3. What are the values of standard tests?
- 4. To what are the defects in silent reading due? Oral reading?
- 5. What remedial measures can be used for:
 - a. Lack of interest in reading?
 - b. Lack of adequate experiences to interpret material?
 - c. Lack of control over words?
 - d. Lack of comprehension?
 - e. Short span of perception?
 - f. Faulty eye-movements?
 - g. Vocalization in silent reading?
 - h. Too great attention to trifles?
 - i. Speech defects?

PART IV

WORK BY GRADES

CHAPTER XI

THE KINDERGARTEN AND FIRST GRADE

THE KINDERGARTEN

IN order to be able to interpret reading symbols, it is necessary to have a rich fund of human experiences and nature experience. The city child is often lacking in the experiences with nature to enable him to interpret stories about birds, flowers, and animals. The child brought up in the country needs an enlarged social experience. The kindergarten offers the opportunity to build up this background of experience before reading symbols are presented. This is accomplished through the use of excursions to parks, farms, vacant lots, and to see various community helpers at work, as the fireman, store-keepers, the farmer. An increased appreciation and understanding of the interdependence of life is brought about through the playing out of experiences and the care and responsibility of caring for flowers, plants, bulbs, gardens, goldfish, birds, and other pets.

In addition to a fund of experiences for the interpretation of reading material, the child must have also a fund of everyday words. These are gained

through the talking over of excursions, the carrying on of activities and the enjoyment of and participation in stories, songs, and poems. In the kindergarten there is greater opportunity given for the child to express himself, and have his questions answered than has yet been given in the grades. The great use of objects in the kindergarten gives the foreign child the opportunity to learn English in the ideal way.

No attempt should be made to teach reading in the kindergarten, as intelligence tests have proved that until the child is six years old mentally he is not ready to deal with the complex process of reading. Many children, however, of kindergarten age chronologically are mentally six years old and, therefore, ready for reading. Likewise many children six years old are not yet ready for reading because they are slower in developing, and are not six years old mentally. It is most necessary that we ascertain through the use of intelligence tests when a child is ready to begin reading. If a child is forced to begin reading too soon, he becomes discouraged and a permanent dislike for reading often results. On the other hand, if reading is deferred too long, interest in reading wanes and bad habits of application result.

Therefore, the kindergarten can do much to create and foster an interest in reading by:

1. Enlarging the children's experiences so that they will be interested in and able to understand the content of children's books.

2. Telling stories, Mother Goose rhymes, and poems to children.
3. Having children retell a few of the simpler stories.
4. Having the children dramatize some of the Mother Goose rhymes.
5. Surrounding the children with pictures and books with or without simple sentences attached.
6. Having the children memorize a few short poems and nursery rhymes.

Whenever the need arises for the use of symbols, as in the labeling of buildings in the community, it should be met. Care should be taken, however, to use more than one word in the label in order that from the very first the eye be trained to take in groups of related words. For this reason, the use of labels on articles of furniture in the kindergarten room is not advocated.

THE FIRST GRADE

Certain general objectives in reading should be kept in mind by all teachers. In addition each grade should strive to have the children attain certain definite appreciations, habits, and skills. These standards of attainment should constitute a guide for the teacher in her work and become the goal of achievement for the grade.

GENERAL OBJECTIVES IN READING

1. To create a desire and love for reading.
2. To develop the ability to get thought with accuracy, facility, and reasonable rapidity.

OBJECTIVES FOR THE FIRST GRADE 159

3. To develop the ability to master the mechanics of reading.
4. To enable the child to read at his maximum degree of speed.
5. To help the child use the tools of reading effectively.
6. To develop the power to read well silently.
7. To develop the ability to give pleasure to others through oral reading.
8. To create a desire to possess books.
9. To stimulate an appreciation of good literature.

OBJECTIVES IN THE FORMATION OF APPRECIATIONS, HABITS, AND SKILLS FOR THE FIRST GRADE

I. Appreciations.

1. To desire to read.
2. To love to read.

II. Habits and Skills.

1. To read silently before attempting to read aloud.
2. To avoid pointing to words while reading.
3. To avoid head movements.
4. To read silently without any audible expression and to begin to eliminate lip movements.
5. To use correct eye-movements.
6. To know how to attack new or difficult words by:
 - a. Skipping over words and getting them through context.
 - b. Recognizing phonetic elements.
 - c. Asking for the word.
7. To read to answer a definite question.
8. To avoid word calling in oral reading.
9. To be able to enunciate clearly and pronounce correctly.
10. To handle and care for a book properly.
11. To stand correctly.

ACHIEVEMENTS AT THE END OF FIRST GRADE

1. To read silently and to express the thought in the

- child's own words or by action, drawing, cutting, modeling.
2. To find the answer to questions that call for the organization of ideas.
 3. To answer questions that call for judgment.
 4. To read silently and find the answer to a question or questions.
 5. To read fluently avoiding word calling.
 6. To read with expression using a well-modulated voice.
 7. To enunciate clearly and pronounce correctly.

SUGGESTED MATERIALS

I. Blackboard and Chart Lessons.

1. Directions.
2. Action Sentences (1 B only).
3. Greetings.
4. Good News Corner.
5. Reading Units.

II. Basal and Supplementary Books.

The following books are suggested for use in the First Grade. This is not a complete list but merely suggestive. The books were selected because of their thought content and because their form is such as will aid in the establishment of correct habits of reading. The method as outlined in the different Manuals accompanying the books has not been taken into consideration.

GRADE I B

Bolenius Primer, Houghton Mifflin Co., Boston.
Elson Readers Primer, Scott, Foresman & Co., Chicago
Everyday Classics Primer, Macmillan Co., New York.
New Barnes Primer, Laidlaw Brothers, Inc., Chicago.
Progressive Road to Reading Story Steps, Silver, Burdett & Co., New York.
Reading-Literature Primer, Row, Peterson & Co., Chicago.
Serl, Work-a-day Doings, Silver, Burdett & Co., New York.

Serl, *Work-a-day Doings on the Farm*, Silver, Burdett & Co., New York.

Story Hour Primer, American Book Co., New York.

The Child's World Primer, B. F. Johnson Co., Richmond, Va.

The Horace Mann Readers, New Primer, Longmans, Green & Co., New York.

Winston Primer, John C. Winston Co., Philadelphia.

GRADE I A

Bolenius First Reader, Houghton Mifflin Co., Boston.

Child's World First Reader, B. F. Johnson Co., Richmond, Va.

Elson Readers, Book One, Scott, Foresman & Co., Chicago.

Everyday Classics, Macmillan Co., New York.

Free and Treadwell First Reader, Row, Peterson & Co., Chicago.

Happy Hour Stories, American Book Co., New York.

New American Readers, Book One, Ginn & Co., Boston.

New Barnes First Reader, Laidlaw Brothers, Inc., Chicago.

Story Hour, First Reader, American Book Co., New York.

The Horace Mann Readers, First Reader, Longmans, Green & Co., New York.

Winston First Reader, John C. Winston Co., Philadelphia.

III. Books for the Library Table.

Blaisdell, *Polly and Dolly*, Little, Brown & Co., Boston.

Caldecott, *Hey Diddle Diddle*, Frederick Warne & Co., New York.

Caldecott, *Ride a Cock-Horse*, Frederick Warne & Co., New York.

Caldecott, *Sing a Song of Sixpence*, Frederick Warne & Co., New York.

Caldecott, *The Queen of Hearts*, Frederick Warne & Co., New York.

Chadwick-Freeman, *The Cat that was Lonesome*, World Book Co., Yonkers, N.Y.

Chadwick-Freeman, *The Mouse that Lost Her Tail*, World Book Co., Yonkers, N.Y.

Chadwick-Freeman, *The Woman and Her Pig*, World Book Co., Yonkers, N.Y.

- Edson-Laing Book One*, Ginn & Co., Boston.
Edson-Laing Introductory Book, Benj. H. Sanborn, Boston.
Merrill Primer, Charles E. Merrill, Boston.
Natural Method, First Reader, Charles Scribner's Sons, New York.
Natural Method, Primer, Charles Scribner's Sons, New York.
Overall Boys, Rand, McNally & Co., Chicago.
Rhymes and Tales for Children, Little, Brown & Co., Boston.
Studies in Reading, First Reader, University Publishing Co., Lincoln, Neb.
Summers, First Reader, Frank D. Beatty Co., New York.
Sunbonnet Babies, Primer, Rand, McNally & Co., Chicago.
Ten Little Brownie Men, A. Flanagan Co., Chicago.
The Brown Readers, Book One, Ginn & Co., Boston.
The Field Readers, Primer, Ginn & Co., Boston.
The Selfish Fox, M. S. Donahue & Co., Chicago.
Three Little Pigs, Drawings by Leslie Brooke, Frederick Warne & Co., New York.

SUGGESTIONS FOR THE USE OF READING MATERIALS

THE USE OF DIRECTIONS

The advantages of using directions. The teaching of beginning reading is one of the most vital as well as the most difficult problems that confronts the teacher of any grade. The child's conception of what reading really is and his interest in it depends upon the selection and the method of presenting material. Subject matter and method, then, are most far reaching in their importance. The correct habits and skills must be formed from the very first. Therefore, the teacher of beginning reading must know the psychology of reading and of habit formation. If effective reading in life demands that the eye take in

as much as possible at one glance, this habit must be begun from the very first. This can be accomplished by the teacher's presenting the words in short sentences and not in isolation. If silent reading is the important type of reading in life, training in silent reading should be begun in the first grade. We should not expect the child in the fourth grade to be able to read well silently after the habit of reading everything aloud has become firmly fixed.

By means of directions written or printed on the board or on tag, the child realizes that the symbols are real carriers of meaning. He also feels a need for knowing what these meanings are. Instead of giving oral directions, the teacher should make use of the numberless natural situations for the use of the reading symbols by giving various directions in written or printed form.

Such directions furnish excellent silent reading material. The vocabulary used should reinforce or anticipate whenever possible the vocabulary of the basal text. The vocabulary used in directions becomes easily fixed because so many natural situations for its repetition arise during the day. The use of directions in beginning reading is, therefore, advocated because:

1. The child forms the conception that reading is thought-getting.
2. The child has a need for knowing what the symbols say, so becomes interested in them.
3. Directions furnish opportunity for the formation of correct habits and skills.

4. They are used in natural situations.
5. They are excellent silent reading material.
6. Their repeated use in natural situations furnishes opportunities for the right type of drill.

The form of the material. In order that correct habits may be established, great care must be taken in the form in which the material is presented.

The educational world is divided in regard to the use of script or print in beginning reading. The advocates of print contend that as most of the child's reading will be done with printed symbols, the printed symbol should be used from the first. On the other hand, the advocates of script say that the printing of most teachers does not present a correct printed form. Printing is also a much slower process than writing. Most teachers write better than they print. Normal schools have felt that an unjustifiable amount of time would be necessary to secure the required speed and necessary excellence in printing.

As all teachers should be required to have the ability to write well and rapidly, it would seem more economical to have all blackboard work done in script. However, from the very first, running parallel with this blackboard script should be the same material in printed form on tag board. Chart printing outfits which give the letter forms as the child will meet them in his book, can be used by the teacher to introduce the child to print. The type used for this work should have two-inch capitals, and one-inch small letters. All teachers of beginning reading should be

supplied with one of these chart printing outfits and large sheets of heavy tag board.

Care should be taken that, in the use of directions, the writing is legible, large, and bold with no unnatural divisions between the separate words. The letter forms used should be simple and uniform throughout the grades. The lines should be of uniform length and short at first. Later in the year when longer sentences are used, care should be taken that the phrases are not divided. Every sentence should carry its correct capitals and punctuation marks.

Illustrations:

Girls, stand.

Boys, stand.

Children, stand.

Form in line.

Come to me.

Bring me the basket, Mary.

Bring me your book, Tom.

Let us sing.

What shall we sing?

Let us play Puss in the Corner.

Let us play our games outside to-day.

Make four apples for the store.

Make two yellow apples.

Make two red apples.

Ways of presenting this material:

Method I

In beginning the work in reading, after the direction has

been repeated orally, the teacher writes it on the board, calling attention to the fact that the written symbols tell the children to do the same thing.

Method II

Following Method I, the teacher says, "Instead of telling you what to do, I am going to write it with the chalk. See if you can do what it tells you." The teacher writes on the board the same direction that was used in Method I.

Method III

(Using new and old words)

After a between-recitation period spent in making black cats for Halloween decorations, the teacher writes on the board, "Bring me the basket." The children have had the first two words before but are not familiar with the last word. The teacher covers the last two words and says, "You know these two words. What do we need in order to gather up our scraps? Now who can do what the sentence says?" The teacher calls on a child or writes a child's name on the board after the sentence.

THE USE OF ACTION SENTENCES

The advantages of action sentences. The use of action sentences is excellent for beginning reading. Action sentences furnish the material which can be well motivated through the child's love for activity. As the meaning of the sentences can be checked through action, it is excellent material for silent reading. The advantages given under the use of directions are also true in the use of action sentences.

Selection of material. Whenever possible it is well to use the verbs and nouns that will be needed in the basal primer. The teacher, however, should

not be limited by these words as action sentences give an opportunity for the rapid acquisition of vocabulary.

Form of material. The same care in regard to form should be observed in using action sentences as in using directions. The points to be kept in mind are given under "Form of Material," on page 174.

Illustrations:

Roll the ball.
Throw the ball.
Bounce the ball.

Bring me the ball.
Hide the ball.
Find the ball.

Bring me the dog.
Hide the ball.
Hide the dog.
Find the dog.

Run to the chair.
Sit in the chair.
Come to me.

Ways of presenting this material:

Method I

(Procedure with new material)

Bring to the class a toy, such as a ball. Have the children show what they can do with it. Have John tell another child to do what he did with the ball, as "Roll the ball." Say to the children, "I am going to tell somebody to do the same thing that John did only in a different way." Write on the board, "Roll the ball." Proceed in a similar manner to develop "Throw the ball" and "Bounce the ball."

Method II

(Procedure with new material)

Tell the children to do a certain thing, as "Find the dog." Have a number of children do this. Then instead of telling the children, write the direction on the board. Have all the children notice this very carefully and one child carry out the action. Another child can be called upon to tell what the sentence told the child to do. Erase this sentence and write it again, having all the class read silently and a child do what the sentence says. This may be done many times. Follow this same procedure with at least one other action sentence during this period.

Method III

(Procedure with old and new material)

Write on the board one of the sentences which has been developed previously. Have the action performed by some, read by others. Present new sentences in the way that has been suggested.

Method IV

(Procedure with old and new material)

Have a number of review sentences written on the board. Have each child select the sentences which he wants to do. Call on one child to do his sentence and another child to pick out the sentence which was acted out. Develop a new sentence or sentences in the way previously suggested. Add new nouns as well as verbs.

Method V

(Procedure with old material)

Have a number of review sentences already written on the board and numbered. Have a child select a sentence which he would like to act out and whisper this and the number of it to the teacher. This child says, "My sentence is No.—. What does it tell you to do?" He then calls on a number of children to whisper to him what the sentence says.

Method VI

(Procedure with new action sentences but review vocabulary)

Suppose the children know the action sentences, "Find the apple." "Find the basket." "Bring me the apple." "Bring me the basket." They have also had "boy" and "girl" in a reading unit. The teacher writes on the board the new action sentence, "Find the boy." The children read this silently and then come up and whisper to her what the sentence says. Finally the sentence is acted and read aloud. Other sentences could be developed in a similar way.

THE USE OF GREETINGS

The advantages of using greetings. The use of greetings furnishes another means of closely relating reading symbols to the experiences and interests of children. At first greetings should be very short and simple, increasing in length and difficulty as the children's power develops. They are also an excellent means of anticipating and reinforcing the vocabulary already presented in directions, action sentences, and reading units.

The form of material. The form of the material has a great influence on the establishment of correct habits of reading. The following points should be observed:

1. Correct sequence in the use of sentences must be observed.
2. There should be a good beginning and a good ending sentence.
3. The sentences should not involve too many difficulties.
4. The sentences should provide frequent repetition of phrases and words used in the basal text.

5. The sentences should be short and of fairly uniform length.
6. The phrases should not be divided.
7. The writing on the blackboard should be large, legible, and bold.
8. The type used on the charts should be large and bold.

Illustrations:

Good morning, boys
Good morning, girls.

Good morning, children.
We have a new picture.
Can you find it?

Good morning, boys and girls.
This is Tuesday morning.
We are going to make baskets to-day.

How do you do, children.
It is a warm, sunny day.
We can play out of doors.
We can play ball.

Ways of presenting this material:

Method I

(Procedure with new material)

The teacher says, "Instead of saying good morning to the girls, I am going to write it on the board." She does so and develops "Good morning, boys," in the same way. She then has the boys answer when she points to the sentence which says good morning to them and the girls respond to her greeting to them.

Method II

(Procedure with old and new material)

The teacher writes on the board, "Good morning, boys and girls," and asks some child to tell what she has written. Then she asks for some child to tell her what day of the week

it is and writes the answer on the board. The teacher asks, "What did we decide yesterday that we needed to make to-day for our party? Tell me that." The teacher writes, "We are going to make baskets to-day." She then reviews the sentences by having the children find the sentence that tells how she greeted them, what they are going to make, and what day it is.

Method III

(Procedure with old and new material)

The teacher has already written on the board such a greeting as the following which has the new phrases "Good afternoon" and "plant seeds."

Good afternoon, children.

This is Friday afternoon.

It is a rainy afternoon.

We are going to plant seeds.

The teacher says, "What do we sometimes say when we meet people instead of good morning?" "That is just what this part of the first sentence says." She then calls on a number of children to read the sentence aloud after the whole class has been told to read the entire sentence to themselves. The teacher then has them look at the next sentence and if best says that it tells them what day it is. She has a number of children whisper this to her and finally has it read aloud. She develops the next sentence in the same way. She tells them that the last sentence tells what they decided to do and if necessary gives them the new words "plant seeds."

THE USE OF A GOOD NEWS CORNER

The bulletin board or a corner of the blackboard can be reserved for good news items. The good news items may consist of comments on the children's work, plans for the day, a new picture with a simple

story attached, interesting items in regard to nature, some of the best work of the children, personal items about the children, plans for the observance of festivals, a short riddle to be guessed, original poems made by the children and printed by the teacher, weather observations, reading units worked out on the blackboard the day before and now printed by the teacher on tag board.

Advantages of the Good News Corner. The good news items are especially interesting to children because of the personal element. They make the child curious and eager to read and to find out what new item has been placed in the Good News Corner. They furnish another means of closely relating reading symbols to the interests and experiences of children and are an excellent means of anticipating and reinforcing the vocabulary already presented.

Illustrations:

Walter read well yesterday.
He has chosen to be the fox.

We will plant our bulbs to-day.
Alice saw the first robin.

To-day is Wilma's birthday.
She is going to have a birthday party.

Thursday is Valentine's Day.
We are going to make valentines.
We are going to make candy boxes.
(This item should grow from day to day.)

I am green.
I live in the water.

I had a long tail once.
I lost my long tail.
Now I have four legs.
Do you know my name?
Make a picture of me.

It looks like snow to-day.

Ways of presenting this material. These items should be in the Good News Corner when the children arrive in the morning. The children should be made curious concerning the items but they should not be developed in a reading lesson. The children should be allowed to go to this corner individually or in groups before school, at recess, or during the between-recitation period. Individuals or groups wishing to tell what they have read should be allowed to do so.

THE USE OF READING UNITS

Advantages of reading units:

1. The material can be more closely related to the experiences and interests of the group. (*Laws of Readiness and Effect.*)
2. The basal vocabulary can be used in many different situations. (*Factors of recall.*)
3. These lessons can be used:
 - a. To introduce new words. (*Law of Readiness.*)
 - b. To re-impress words already developed in directions, action sentences, and greetings. (*Law of Exercise.*)
 - c. To test the child's power to recognize in a new situation words already developed. (*Law of Exercise.*)
4. More concentrated attention can be secured because

the child is relieved from all care of the book.
(Laws of Readiness and Effect.)

The selection of material:

1. The subject-matter must be closely related to the experiences and interests of children.
2. It should be seasonable.
3. It should be varied in kind.
4. The vocabulary used must be well graded as to difficulties.
5. Subject-matter for blackboard or chart units may be based on the following:
 - a. Excursions.
 - b. Pictures.
 - c. Toys.
 - d. Pets.
 - e. Festivals.
 - f. Activities.
 - g. Handwork.
 - h. Games.
 - i. Nature materials.
 - j. Community helpers.

The form of material:

1. There must be a central thought in each blackboard or chart lesson. (Influence on thinking.)
2. The sentence should be short and of fairly uniform length. (Effect on eye-movements.)
3. The sentences should not involve too many difficulties. (Effect on eye-movements and span of perception.)
4. Sentences should provide frequent repetition of phrases and words used in the basal text. (Law of Exercise.)
5. Correct sequence of sentences must be observed. (Orderliness of thinking.)
6. There should be a good beginning and a good ending sentence. (Standard of good language form.)
7. The phrases should not be divided. (Effect on eye-movement and span of perception.)
8. The writing on the blackboard should be large, legible, and bold. (Effect on eye-movements.)

9. The type used in the chart lesson should be large and bold, 2-inch capitals, and 1-inch small letters. (Effect on eye-movements.)

Illustrations:

(A Picture)

I am a little brownie.
I have a red cap.
I have a brown coat.
I hide in nuts.
I hide in flowers, too.
I like to skip and dance.
I like best to surprise boys and girls.

(An Excursion)

We went to the park yesterday.
We chose a class tree.
It is an oak tree.
It has pretty red leaves.
It has acorns, too.
We like our class tree.
The squirrels like it, too.
Can you guess why?

(A Festival)

Dear boys and girls:

I am coming to see you soon. My toys are all made. I have trains and drums for boys. I have dolls and pianos for girls. I have many other toys, too. Draw a picture of the toys you want.

Your friend,

SANTA CLAUS

(A Riddle)

I have two bright eyes.
I have four soft feet.
I have a warm brown coat.
I like to run and jump.
I like to eat nuts.
I live in a hollow tree.
What am I?

Ways of presenting this material:*The Brownie Unit*

The teacher at Halloween time shows a picture of a brownie and says, "This little fellow is going to talk to you this morning. Would you like to know what he likes best to do? First, he will tell us who he is." The teacher writes on the board, "I am a little brownie." The children read it silently. If children seem to be having difficulty with the last word the teacher says, "Is there any word you do not know? Who is this? Then what would he say he is?" Individual children whisper the sentence to the teacher. Finally one child reads it aloud.

The teacher says, "The brownie tells us what he has." She writes on the board the second sentence. The children read silently and if necessary the teacher points to the red cap. She goes about letting the children whisper the sentence to her. Finally one child is asked to give it aloud.

The third sentence is developed in like manner. To present the next sentence the teacher says, "This is something the brownie does." The teacher writes, "I hide in nuts." She frames with her hands the first two words and says, "This part says, 'I hide.'" She then proceeds as with the former sentences.

In developing the fifth sentence the teacher holds the children responsible for knowing the phrase "I hide." The teacher points to the word *too* and says, "This is my word." She tells what the word is. The following judgment questions may be asked, as, "Why does a brownie hide in nuts and flowers? Which place would you rather hide in?" Instead of having the children whisper what the sixth sentence says, she has the children show what the brownie likes to do.

The teacher writes the last sentence on the board and says, "This is what the brownie likes best to do." If some of the children are having difficulty with the word *surprise*, the teacher recalls what they are planning to do to Miss B's room.

The teacher now asks the children to:

1. Find the sentence that tells who is talking.
2. Show on the picture what this sentence says the brownie has.
3. Find another sentence that tells what the brownie has.
4. Find a sentence that tells where the brownie hides.
5. Read the two sentences that tell what the brownie likes to do.
6. Find all the sentences that tell what the brownie has. Have another child show on the picture what the different sentences said.
7. Do something a brownie likes to do. Have another child find the sentence that says what the child did.
8. Frame with their hands phrases in answer to questions, as:

Where does the brownie hide?

What does he say he is?

What does he say he has?

Whom does he like to surprise?

What does he say he does in nuts and flowers? How many times can you find it? How many words can you find that begin with the sound *h*? (The teacher gives the sound.)

Suggestive steps in reading units. In the above illustration it will be noted that there was:

1. A brief introduction by the use of a picture.
2. A motive question for the reading of the whole unit and for each individual sentence.
3. Difficulties were mastered as they were encountered by:
 - a. Using suggestive questions.
 - b. Referring to the picture.
 - c. Recalling previous use of a word. (surprise)
 - d. Telling the word.
4. The sentences were read silently in the light of a question.
5. The thought was checked by having the children:
 - a. Whisper the sentence to the teacher.
 - b. Read the sentence aloud.

- c. Do what the sentence told them.
 - d. Show what the sentence told them.
 - e. Answer judgment and organization questions.
6. Drill was given by means of:
- a. Re-reading of material in relation to thought questions.
 - b. Answering judgment and organization questions.
 - c. Finding sentences that tell certain things.
 - d. Framing phrases that tell certain things.
 - e. Finding all the words that begin with the sound of *h*.
 - f. Finding a phrase as many times as it occurs.

Ways of fixing the vocabulary :

1. Arrange your drill so that:
 - a. The interest of the entire group is held.
 - b. All children profit by each child's work.
 - c. Mistakes are corrected and the vocabulary is really mastered by the individuals or group.
 - d. Silent reading is required before any attempt is made to read aloud.
 - e. At first entire sentences are called for, then phrases, and finally important words.
2. Suggestive games. Without the use of printed or written slips:
 - a. Have a child tell another child to find a certain sentence.
 - b. Have a child find a sentence he likes and read it to the group.
 - c. Tell, or have a child tell, what a sentence is about and have another child find and read it.
 - d. Have children frame with their hands or place the pointer below a sentence which tells a certain thing.
 - e. Choose, or have a child choose, a certain sentence and let the rest of the group guess which sentence was chosen.
 - f. Find and read a sentence, a group of sentences, a phrase or a word which tells a certain thing.

(Follow order as originally presented or a different order.)

- g. Find the same sentence, phrase, or word in another story or in another place on the board.
- h. Number the sentences. Have a child step out of the room while another child selects one of the sentences. Let the child come back into the room and guess which sentence has been selected, saying, "Was it number 4, John?" John replies, "No, it was not" (reading the sentence numbered 4).
- i. Whisper a story to one child and have another child point to and read the story which he thinks was whispered.
- j. Have the sentences numbered. Have a child read a sentence and another child give the number of the sentence read.
- k. Begin, or have a child begin a sentence and have another child find and finish it.
- l. Have a child point to a sentence and call upon another child to do what the sentence said.
- m. Have one child do a certain thing. Have another find the story that was illustrated.
- n. Write a sentence on the board. Cover a phrase of this sentence. Have the children tell the phrase that is covered, also what is left.

With the addition of printed or written slips:

- a. Match blackboard sentences with slips.
- b. Find two phrases that will make one of the blackboard sentences.
- c. Have one child find a slip, tell what it is, and give it to another child to match with the blackboard sentence.
- d. Find the sentence, phrase, or word like the slip in as many places as possible.
- e. Guess the slip the teacher or a child has chosen.
- f. Give out the slips. Ask the child who has a slip which tells a certain thing, to bring it to you.
- g. Give out slips corresponding to a story which is written on the board. Have the child with the

slip like the first sentence come out, second one, etc., until the story is completed.

- h. Have a story on the board. Cover one sentence and have the child who has that sentence on his slip, stand.
- i. Place a number of sentences before the children. Have a child read all the sentences that tell something about a bird. All that tell something about a tree.

SUGGESTIONS FOR THE USE OF BASAL AND SUPPLEMENTARY MATERIAL

To utilize to the fullest extent the psychological principles governing reading, the following suggestions for the use of basal texts are given:

1. To relate beginning reading more closely to the needs and interests of children, action sentences, greetings, and reading units should be used before the basal chart work is begun. This material should be expressed, whenever possible, in the vocabulary of the basal book used but in a different story. The vocabulary of the basal books should be used in many different situations, so that many cues to the recall of a word will be formed.
2. As soon as possible, the children should *not* be told the story they are to read. We, as adults, are more eager to read unfamiliar material.
3. Dramatization should follow the reading of the story rather than precede it.
4. Attention to individual words should not be required too soon. The order of development should be from whole sentences, to phrases, to words, to parts of words.
5. Drill on words should be had, but it should be had largely when words are in context. Isolated words are rarely met with in life.
6. Silent reading should always precede any attempt at oral reading.
7. Children should have some motive for reading each

8. The value of a period spent in just isolated word drill is to be questioned.
9. Call for sentences, or words from the thought side.
Example: Find the word that tells what Little Bo-Peep lost.

METHOD OF PRESENTING EARLY BOOK LESSONS

A. Preparation.

1. Introduction. (See page 99.)
2. The motive.

In addition to the motive question given for the entire selection there should be a motive question for the unit of the story to be read during one period. Sometimes the latter only would be used. (See page 100.)

3. Mastery of difficulties.

In the beginning of I B grade the universal difficulties should be dealt with when they occur, provided they have not been anticipated and developed through blackboard or chart lessons. In the latter part of I B and in the I A grade the universal difficulties should be dealt with in phrases before the material is read. (See page 101.)

4. Setting up standards.

In the early lessons the children are not made conscious of standards but the teacher is very conscious of these and guards against the formation of bad habits. The habit of pointing to individual words should be prevented from the first. Observance of the following suggestions will be helpful:

- a. The teacher's own example in not pointing to individual words.
- b. Having all the children read the entire sentence silently before any child is called upon to read the sentence aloud or to carry it out in action.
- c. Having the child place the pointer, or a small card called the finder, under the sentence being read.

- d. Having the child frame with his hands or fingers the sentence or part of the sentence called for.
- e. Sweeping the arm under the whole sentence called for.
- 5. Recall of motive. Not necessary. (See page 103.)
- 6. Passing out books.

The material should not be in the hands of the children up to this time as it is apt to be distracting.

B. Silent reading.

At first a question calling for merely the reading of one sentence should be given. These questions should increase in scope as the child's power develops until he is able to read a number of sentences silently in relation to one question and finally a whole unit of the story.

During the silent reading of the sentence or sentences the teacher is busy helping the children with their difficulties and correcting all audible reading and pointing to words.

C. The check-up.

Many of the answers to the questions will call for the oral reading of the sentence immediately following the silent reading of it. Some of the answers, however, should be given in the child's own words. This would be determined by the nature of the material. When all of the unit for the period has been covered in this way, the motive question will have been answered. However, especial attention should be called to the finding of the answer to this question as it calls for the central thought of this unit. Sometimes the judgment questions will follow the question calling for the reading of that particular part. Sometimes they will be given after the entire lesson has been read. See page 42.

Organization questions will follow the reading of the unit and call for a re-reading of related thoughts. See page 45.

Questions calling for drill which will fix the vocabulary

will come at the close of the lesson. The following ways may be suggestive:

1. Have the children frame the sentence, phrase, or word which tells a certain thing.
2. Have the children read the sentence or phrase which tells a certain thing.
3. Give an organization question whose answer will be a group of sentences.
4. Have the children find the most difficult words in this lesson.
5. Have the children read the part which they like best.
6. Have the children find the new friends in this lesson.
7. Have the children find the word —— as many times as they can on a page.
8. Begin a sentence and have a child find that sentence and finish it.
9. Have the children read as far as is necessary to tell a certain part of the story.
10. Have a number of children read conversational parts to see which one can best represent the characters.
11. Have the children take the parts of characters.
12. Have the children read the sentences containing the new word ——.
13. Find the words on this page beginning with this sound. (The teacher gives the sound of "m.")
14. Find the words that belong to the "at" family.

Illustration of Reading Lessons :

*The Cat's Dinner*¹

Alice said, "Come, cat.
Come to dinner."
The cat said, "No,
We will find a dinner."

¹ From the *Elson Readers Primer*. Used by permission of Scott, Foresman & Co., publishers.

The cat saw a bird.
The kittens saw it, too.
The bird saw the cat.
It saw the kittens, too.
The bird flew away.

This first lesson given in the book was developed after a short period when the children were given the book for the first time and allowed to look at the pictures and enjoy the book. They were allowed to talk about any pictures which especially interested them. They were shown that in turning pages it is best to turn them from the upper right-hand corner.

A. Preparation.

1. Introduction.

What do cats like to eat?

Do they always have their food given them?

2. Motive.

Would you like to read a story about a cat and find out what she tried to get for her dinner?

3. Passing out of books.

Have the children open the book to page 7. Give each child a strip of heavy durable paper about 1 inch wide and 4 inches long to be used as a marker.

4. Silent reading and check-up.

The teacher asks, "What do you see in the picture? Place your marker under the title of the story. What part of this do you know? Then whose dinner is it? Put your marker under the next line. Read and find out what Alice said. Did she say anything else? Slip your marker down under the next line and find out. Who can call the cat just the way Alice did?" (Have a number read.) "Did the cat go? Read the next line and find out. Why not? Who will read all the cat

said? Why do you think she would rather find her own dinner? What do you suppose she will try to get? Turn over to the next page and let us find out."

"Place your marker under the first line and read it to yourself. Show me what the cat saw. Did any one else see it? Who? What did the bird see? Did it see anything else? Read and tell me what happened then. Why did the bird fly away? What did you find out that the cat tried to get for dinner?"

"Turn back to the first page. Who would like to be Alice and read what she said? Who would like to be the cat and read what she said?" (Have a number of children chosen for the different parts.)

"Show me with your fingers the word that tells what the cat was going to find. How many times can you find it on this page? On the next page show me the words that tell what the cat saw. Find the words that tell what she saw. Show the word that tells what the bird did. Has the cat found her dinner yet? What shall we do this afternoon?"

*Forest Rover*¹

Once upon a time,
there was a little Indian boy,
and his name was Forest Rover.

He lived in a wigwam
with his father and mother.

On his birthday
his mother gave him
a coat and a pair of trousers,
made of deerskin.

¹ From *Story Hour Readers, Book One*, by Coe and Christie. Copyright. Reproduced by arrangement with American Book Company, publishers.

HOW TO TEACH READING

His father gave him
a pair of beautiful red moccasins
and a belt of beads.

Forest Rover
put on his fine clothes
and went for a walk in the forest.

By and by he saw a Bear.
He was very much frightened
and started to run away.

The Bear saw Forest Rover
and ran after him.

"Forest Rover," he growled,
"I am going to eat you."

"Oh, please do not eat me!"
"What will you give me,
if I do not eat you?"

"I will give you
my beautiful deerskin coat."

"If you will give me your coat,
I will not eat you to-day."

So the Bear put on the coat.
"I am the finest Bear in the forest."

A. Preparation.

1. Introduction.

What do you receive on your birthday? Has anything ever happened to your presents? What happened to them? We are going to read about some one who had a birthday and something very strange happened to his presents.

2. Motive.

Would you like to find out what the presents were and what happened to them?

3. Mastery of universal difficulties.

This tells who had the birthday — *a little Indian boy*. (The teacher writes each italicized phrase on the board as she develops it.) What word troubles you? (Indian) Skip over that word and

read the rest of the phrase. How does the word that you skipped begin? Now what does the phrase say?

This is the name of the little Indian boy — *Forest Rover*. (Teacher tells the name.)

This is what an Indian wears on his feet — *beautiful moccasins*. (If the children cannot get the phrase through the context, the teacher gives the phrase.)

This is what boys wear — *a pair of trousers*. How does the last word begin? What do you wear that begins that way?

An Indian lives — *in a wigwam*. What word do you see in the first part of this word? (wig) What is the phrase?

Review of phrases.

Who can find the part that tells who had a birthday?

Who can find the part that tells where he lives?

Who can find the part that tells something he wore?

Who can find the part that tells something else he wore?

Who can find his name?

4. Setting up standards.

When we don't use a marker, how are we going to hold our books?

What are you going to remember to do with your lips?

5. Passing out material.

Find the story "Forest Rover" in the table of contents.

B. and C. Silent reading and check-up.

Silent reading of first page.

Find out whom the story is about and where he lived. (Teacher helps individual children with their word difficulties and reading habits.)

Check-up of first page.

Close your books, keeping your finger in the place,

and tell me in your own words who the story is about and where he lived. Is Forest Rover a good name for an Indian boy? Why?

Silent reading of next three paragraphs.

Find out what he had for his birthday presents and what he did with them.

Check-up of this part.

Close your books and tell me in your own words what his birthday presents were. Who gave them to him? What can you tell me about the pair of trousers? Describe the moccasins. What was the belt made of?

What did he do with them? Which present do you think Forest Rover liked best?

Silent reading of rest of page. Find out what was said to him.

Check-up of remaining portion of the page.

Read what was said to him. Who said this? How did he say it? Who can read it just the way the bear growled it? How did Forest Rover feel when he saw the bear? What did he start to do? What did the bear do?

Silent reading of the third page.

Find out if the bear ate Forest Rover.

Check-up of the third page.

Did he eat Forest Rover? Why not? Open your books and read what he said. Who would like to be Forest Rover and talk to the bear? Who would like to be the bear? (Have a number of children take the parts.) What did the bear do with the coat? What present would you have given the bear? Why did Forest Rover give him the coat?

Drill on difficulties.

Show with your fingers the words that tell where Forest Rover lived. When he received his presents. What his mother gave him. What his father gave him. What Forest Rover put on. How he felt when he saw the bear. How the bear talked. What happened to one of his presents. What do you want to find out about the rest of his presents?

D. Follow-up work.

After the whole story has been read in a manner similar to this unit, the story can be read by parts or dramatized. During the between-recitation periods, the whole story or parts of the story can be illustrated.

THE USE OF LIBRARY MATERIAL

The object of the library table is to furnish children additional opportunity to enjoy books through handling and selecting material that appeals to them. This table should be furnished with easy, carefully selected books not to be used in the recitation periods. There should be a wide range of books, not more than one or two copies of each. Besides the books, there could be pictures with simple stories attached, stories cut from old readers and mounted on heavy cardboard, reading units that have been developed in class, picture books, and little reading booklets made by children of the higher grades.

The children should be allowed to use this material before and after school, and at odd times during the day. Sometimes a small group of children can be sent to the library table to find selections suitable for a special occasion. Whenever individuals or groups wish to read material to the class which they have selected and carefully prepared, they should be allowed to do so. No other check-up of the reading of the library material is advocated. The main object of the library table is accomplished if the children begin to love to browse in books.

PHONICS

Much ear training should be given in word rhyming in the First Grade. Words should not be broken up into their phonetic elements too soon. Those consonant sounds and phonograms which are met with most frequently should be developed. For the treatment of phonics, see page 77.

ACTIVITIES NECESSITATING MUCH READING

A READING PARTY

(I B AND I A)

Situation. In previous years when the children in the first grade had been allowed to take their primers and first readers home it was found that the parents were apt to read the stories to them. In this way the children became familiar with the material and were not as eager to read the story at school. It was also difficult to tell whether they responded to the written symbols or their knowledge of the material. The teacher, therefore, decided not to let the children take their readers home, but early in November suggested that they invite their parents to come to a "Reading Party." In this way it was thought that the parents would not only find out what their child was doing in comparison with other children, but would also get an idea of the right way to help the child at home. The children were delighted with the idea and at once began to plan how to get ready for

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the reading party. Both recitation and between-recitation periods were utilized for the work.

The use of the between-recitation period:

1. The teacher wrote on the board the titles of three review stories with the written direction to read the stories and select the one which would be best to read by parts or dramatize at the party.
2. The children were allowed to select and prepare any material found on the reading table. When a child felt that he could read a story sufficiently well, he was allowed to read it to the group just before dismissal in the afternoon.
3. The children were allowed to select for the party favorite reading units which had been printed on tag and placed in the reading corner.
4. New reading units sometimes appeared on the bulletin board and individuals or groups were encouraged to prepare these to read to the class. The class decided whether they should be read at the party or not.
5. After the regular work of the between-recitation period had been completed, the children were encouraged to go to the "Good News Corner" to see what items in regard to the party had been placed there. Use was made of the following:

John read better yesterday.
Perhaps he can read at the party.

Jack's mother is coming to the party.
She wants to hear Jack read.

Sarah chose an interesting story.
She is working hard on the story.

Mary read well yesterday.
Her reading was not jerky.

The Reading Party is next week.
How shall we make our room pretty?

6. The children decided that instead of having all of the stories read aloud at the party, they would illustrate some. This called for re-reading of those stories in order to be able to illustrate them.
7. To be sure that the guests would know what stories were illustrated, the children decided to write a short sentence explaining the illustration. This called for much practice in spelling and writing.
8. Children who selected the same story for dramatization or reading by parts formed in groups and practiced the story.
9. When a child thought he could read his story well enough to read before the entire class, he asked an individual or small group to listen to his story and criticize his reading.
10. Many periods were spent in making room decorations suitable for the fall season, such as leaves, fruit, vegetables. No patterns were used for this work.

The use of the recitation period:

In reading

Greater interest was shown in the reading periods because each child wanted a place on the program. Standards of what constitutes good reading were developed and right habits of reading begun.

Many reading units were developed in relation to the party, especially with the I B group. In many cases the vocabulary of the book was anticipated by the use of such units.

In language

The Reading Party furnished the material for both oral and written language work. Such topics were used as:

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What stories shall we use at the Reading Party?
Whom shall we invite?
How shall we invite them?
What shall we say in our invitation?
What words will we need to learn to spell?
What words must we practice writing?
How shall we decorate our room?
How shall we make our programs?
How shall we care for our guests?
How can we make our work better?

In spelling

The I A group practiced the spelling of words necessary for the writing of the invitation and the program. The I B group made the decorations for these.

In writing

After the form of the invitation had been decided upon and the children had learned how to spell the necessary words, the writing of words and difficult letters needed for the invitation was practiced during the writing period under the supervision of the teacher. Large unruled paper was used for this work. Finally the entire invitation was written. Extra invitations were made for the I B children.

In the same way words needed for the program were practiced. The best one of each of the numbers was chosen and pasted upon large tag. Each child tried hard to have his good enough to be the one selected.

In handwork

The handwork periods were used to develop stand-

ards of what constituted good decorations for the room, program, and invitation. The necessary technique was also developed. After the children's attention was called to the essential characteristics of objects to be made for the room decorations such as the shape, color, and size of the elm leaves, they were allowed to experiment on the making of these. This work was followed by a check-up period in which standards of work were raised.

While the I A children were writing the invitations, the I B children made the envelopes.

AN EASTER ENTERTAINMENT

Situation. On Valentine's Day the children had been invited to a party by Miss B's room. The children decided to return the favor with an Easter Party.

Language opportunities utilized:

Oral language:

Discussions of plans for the party furnished excellent material for the development of language.

1. Planning what to have on the program.

This brought forth a great deal of discussion. The children decided upon the singing of spring and Easter songs, the reading of spring stories and poems, the playing of stories that were full of action and conversational parts, and the re-telling and dramatizing of Easter stories.

2. Discussing what stories to read.
3. Discussing what songs to sing.
4. Reproducing Easter stories.

5. Telling of an original story from a picture, the best one to be printed and read.
6. Dramatizing "The Easter Rabbit."
7. Telling stories about some meadow larks, the best one to be printed and read.
8. Reciting Easter poems.
9. Planning what costumes to make.
10. Discussing how to decorate the room.
11. Planning what to say on the invitations and programs.
12. Discussing how to decorate invitations and programs.
13. Discussing what favors to make.

Written language:

1. Writing the invitations.
2. Writing the programs.
3. Writing Easter sentiments on Easter cards.

Language essentials covered in this project:

1. To gain freedom of expression.
2. To enlarge the vocabulary.
3. The use of correct verb forms.
4. The use of *may* and *can*.
5. The elimination of *and* in a series and as the first word of a sentence.
6. The use of complete sentences.
7. Good beginning and good ending sentences.
8. The proper use of capitals.
9. The use of the period and the question mark.
10. The use of the margin.

Reading opportunities utilized:

Every child had an opportunity to read. The children selected the stories they wanted to read and chose who should read the different parts.

Selections read:

The Kite and the Butterfly.
Little Boy Blue.

Selections read by parts or dramatized:

The Little Red Hen.
The Lost Egg.
The Goats in the Turnip Field.
The Easter Rabbit.

Poems read:

What Does Little Birdie Say?
The Little Plant.

Chart stories read:

Original Easter story.
Observation story about meadow larks.
Observation story about some beans we had planted.

Objectives in reading especially emphasized:

1. To get pleasure from reading and to give pleasure to others.
2. To establish right eye-movements.
3. To prevent pointing to words.
4. To establish good phrasing.
5. To secure correct posture in standing.
6. To secure correct handling of books.

Spelling opportunities utilized:

1. Spelling words reviewed:
come, to, we, want.
2. New spelling words:
you, our, Easter, party, April, at, two, song, story,
play, happy, by, egg, for, Mothers.

Writing opportunities utilized:

1. Writing invitation.
We want you to come to our Easter party, April 13,
at two o'clock.
2. Writing programs.
A Song by _____.
A Story by _____.
A Play by _____.

3. Writing Easter cards.
A Happy Easter.

Music opportunities utilized :

New Songs

1. Two Easter songs.
2. A Surprise.
3. Upon a Morning Sunny.
4. Skipping Rope.
5. Little Sister's Lullaby.

Old Songs

1. The Parade.
2. Kittens.

Handwork and art opportunities utilized :

1. Rabbit borders for room.
2. Free cutting of tulips and daffodils for pots for windows.
3. Free cutting of baskets with flowers for decorations.
4. Decorating invitations and programs.
5. Making of Easter baskets for small brothers and sisters.
6. Making Easter cards for mothers.
7. The boys made soldier hats for their soldier song.
8. The girls made caps and aprons for their songs.

For further suggestions see activities for second and third grades.

CHAPTER XII

THE SECOND AND THIRD GRADES

GENERAL OBJECTIVES IN READING

1. To create a desire and love for reading.
2. To develop the ability to get thought with accuracy, facility, and reasonable rapidity.
3. To develop the ability to master the mechanics of reading.
4. To enable the child to read at his maximum degree of speed.
5. To help the child use the tools of reading effectively.
6. To develop the power to read well silently.
7. To develop the ability to give pleasure to others.
8. To create a desire to possess books.
9. To stimulate an appreciation of good literature.

OBJECTIVES IN THE FORMATION OF APPRECIATIONS, HABITS, AND SKILLS, FOR SECOND AND THIRD GRADES

I. Appreciations.

1. To desire to read.
2. To love to read.
3. To appreciate humor in a selection.
4. To appreciate beautiful descriptions.

II. Habits and Skills.

1. To increase the amount of material recognized at one glance or sweep of the eye.
2. To continue the habit of reading silently before any attempt is made to read aloud.
3. To eliminate all undesirable habits, such as bad head, eye, and lip movements.
4. To read for the purpose of gaining definite informa-

tion concerning questions of increasing scope and difficulty.

5. To judge the relative importance of ideas gained.
6. To organize the information gained, observing sequence of ideas.
7. To use effectively the Table of Contents and (in Third Grade only) Word Lists.
8. To assume correct posture.
9. To handle and care for the book properly.
10. To continue the habit of good phrasing, rather than "word calling," in oral reading.
11. To enunciate distinctly and pronounce correctly.
12. To strengthen the habit of attacking new words by:
 - a. Skipping over the word and getting it through context.
 - b. Applying knowledge of phonetic elements.
 - c. Looking up the word in Word Lists (Third Grade only).
 - d. Asking for the word.

ACHIEVEMENTS AT THE END OF THIRD GRADE

1. To read larger amounts in relation to a motive question. (See Lesson Plans, page 213.)
2. To comprehend and remember the thought of larger units.
3. To use a book effectively.
4. To organize material read into its main points and supporting details.
5. To answer judgment questions.
6. To read more rapidly.
7. To have increased ability in attacking words.
8. To read expressively with a well-modulated voice.
9. To read accurately and fluently.

SUGGESTED MATERIALS

I. Reading Units

1. Blackboard lessons.
2. Units on the bulletin board.

II. Basal and Supplementary Books

The following books are suggested for use in the Second and Third Grades. This is not a complete list but merely suggestive. The books were selected because of their thought content and because in addition their form is such as would aid in the establishment of correct habits of reading. The method as outlined in the different Manuals accompanying the books has not been taken into consideration.

GRADE II

Blaisdell, *Cherry Tree Children*, Little, Brown & Co., Boston.

Blaisdell, *Twilight Town*, Little, Brown & Co., Boston.

Bolenius Readers, *Second Reader*, Houghton Mifflin Co., Boston.

Bryce, *That's Why Stories*, Newson & Co., New York.

Burchill, *Progressive Road to Reading, Book Two*, Silver, Burdett & Co., New York.

Child World Readers, Book Two, B. F. Johnson Co., Richmond, Va.

Cowles, *Robinson Crusoe Reader*, A. Flanagan Co., New York.

Elson Readers, Book Two, Scott, Foresman & Co., Chicago.

Everyday Classics, Second Reader, Macmillan Co., New York.

Free and Treadwell, *Reading-Literature, Second Reader*, Row, Peterson & Co., Chicago.

Horace Mann Readers, Introductory Second Reader, Longmans, Green & Co., New York.

Kendall Second Reader, D. C. Heath & Co., Boston.

New American Readers, Book Two, Ginn & Co., Boston.

New Barnes Second Reader, Laidlaw Brothers, Inc., Chicago.

Olmstead and Grant, *Ned and Nan in Holland*, Row, Peterson & Co., Chicago.

Serl, *In Fableland*, Silver, Burdett & Co., New York.

Skinner, *Happy Tales for Story Time*, American Book Co., New York.

Story Hour, Second Reader, American Book Co., New York.
Studies in Reading, Second Grade, University Publishing Co.,
Lincoln, Neb.

The Field Second Reader, Ginn & Co., Boston.

The Natural Method Readers, A Second Reader, Charles
Scribner's Sons, New York.

The Summers Readers, Second Reader, Loyd Adams Noble,
New York.

Winston Second Reader, John C. Winston Co., Philadelphia.

GRADE III

Baldwin, *Fifty Famous Stories Retold*, American Book Co.,
New York.

Bigham, *Merry Animal Tales*, Little, Brown & Co., Boston.

Blaisdell, *Log Cabin Days*, Little, Brown & Co., Boston.

Bolenius Readers, Book Three, Houghton Mifflin Co., Boston.

Burchill, *Progressive Road to Reading, Introductory Book
Three*, Silver, Burdett & Co., New York.

Burgess, *Mother West Wind*, Little, Brown & Co., Boston.

Cowles, *Going to School in Animal Land*, A. Flanagan Co.,
New York.

Elson Readers, Book Three, Scott, Foresman & Co., Chicago.

Farmer, *Nature Myths of Many Lands*, American Book Co.,
New York.

Fassett, *Beacon Third Reader*, Ginn & Co., Boston.

Free and Treadwell, *Reading-Literature-Third Reader*, Row,
Peterson & Co., Chicago.

Grover, *Overall Boys in Switzerland*, Rand, McNally & Co.,
Chicago.

Grover, *Sunbonnet Babies in Holland*, Rand, McNally & Co.,
Chicago.

Haviland, *The Most Wonderful House in the World*, Lippin-
cott & Co., Philadelphia.

Horace Mann Readers, Introductory Third Reader, Longmans,
Green & Co., New York.

Kendall Third Reader, D. C. Heath & Co., Boston.

New American Readers, Book Three, Ginn & Co., Boston.

New Barnes Third Reader, Laidlaw Brothers, Inc., Chicago.

- Perdue, *Child Life in Other Lands*, Rand, McNally & Co., Chicago.
- Perkins, *The Dutch Twins*, Houghton Mifflin Co., Boston.
- Perkins, *The Japanese Twins*, Houghton Mifflin Co., Boston.
- Serl, *In Fairyland*, Silver, Burdett & Co., New York.
- Shepherd, *Geography for Beginners*, Rand, McNally & Co., Chicago.
- Shillig, *Four Wonders*, Rand, McNally & Co., Chicago.
- Story Hour, Third Reader*, American Book Co., New York.
- Studies in Reading, Third Grade*, University Publishing Co., Lincoln, Neb.
- Terry, *Tales from Far and Near, History Stories from Other Lands*, Row, Peterson & Co., Chicago.
- The Child's World Third Reader*, B. F. Johnson Co., Richmond, Va.
- The Lincoln Readers, Third Reader*, Laurel Book Co., New York.
- The Summers Readers, Third Reader*, Loyd Adams Noble, New York.
- Thorne-Thomsen, *East o' the Sun and West o' the Moon*, Row, Peterson & Co., Chicago.
- Winston Third Reader*, John C. Winston Co., Philadelphia.

III. Books on the Library Table.

GRADE II

- Adventures of Reddy Fox*, Little, Brown & Co., Boston.
- Chaffee, *Adventures of Twinkley Eyes*, Milton Bradley Co., Springfield, Mass.
- Maud Lindsay, *A Story Garden for Little Children*, Lothrop, Lee & Shepard Co., Boston.
- Beacon, *Introductory Second*, Ginn & Co., Boston.
- Blaisdell, *Boy Blue and His Friends*, Little, Brown & Co., Boston.
- Edson-Laing, *Book Two*, Benj. H. Sanborn, Boston.
- Father Thrift and His Animal Friends*, Beckley Cardy Co., Chicago.
- For the Children's Hour, Book One*, Milton Bradley Co., Springfield, Mass.

- Holbrook, *Hiawatha Primer*, Houghton Mifflin Co., Boston.
Merrill *Second Reader*, Charles E. Merrill, New York.
Peck, *Near and Far Stories*, Little, Brown & Co., Boston.
Peter and Polly in Autumn, American Book Co., New York.
Peter and Polly in Spring, American Book Co., New York.
Peter and Polly in Summer, American Book Co., New York.
Peter and Polly in Winter, American Book Co., New York.
Pretty Polly Flinders, Little, Brown & Co., Boston.
Smith, *Eskimo Stories*, Rand McNally & Co., Chicago.
Smith, *Bunny Bright Eyes*, A. Flanagan Co., Chicago.
Smith, *The Circus Book*, A. Flanagan Co., Chicago.
Smith, *The Candy Shop Cotton-Tails*, A. Flanagan Co., Chicago.
Smith, *The Circus Cotton-Tails*, A. Flanagan Co., Chicago.
Smith, *The Tale of Bunny Cotton-Tails*, A. Flanagan Co., Chicago.
Smith, *Three Little Cotton-Tails*, A. Flanagan Co., Chicago.,
Stories from a Mouse Hole, Little, Brown & Co., Boston.

GRADE III

- Adventures of Peter Cotton-Tail*, Little, Brown & Co., Boston.
Animal Folk Tales, American Book Co., New York.
Bailey, *Once Upon a Time Stories*, Milton Bradley Co., Springfield, Mass.
Beckwith, *In Mythland*, Educational Pub. Co., Boston.
Brooks, *Stories of the Red Children*, Educational Pub. Co., Boston.
Bryce, *Fables from Afar*, Newson & Co., New York.
Bunny Rabbit's Diary, Little, Brown & Co., Boston.
Eddy, *Friends and Helpers*, Ginn & Co., Boston.
Edson-Laing, *Book Three*, Benj. H. Sanborn, Boston.
Indian Nature Myths, A. Flanagan Co., Chicago.
Merrill Readers, Book Three, Charles E. Merrill, New York.
Natural Method, Third Reader, Charles Scribner's Sons, Chicago.
Oswell, *Stories Grandmother Told*, Macmillan Co., New York.
Rosy Cheeks and Strong Heart, Child Health Organization of America, 156 Fifth Avenue, New York.
Skinner, *Merry Tales*, American Book Co., New York.

Sindelar, J. C., *Nixie-Bunny in Holiday Land*, Beckley-Cardy Co., Chicago.

Sindelar, J. C., *Nixie-Bunny in Manners Land*, Beckley-Cardy Co., Chicago.

Sindelar, J. C., *Nixie-Bunny in Work-a-Day Land*, Beckley-Cardy Co., Chicago.

Snubby Nose and Tippy Toes, A. Flanagan Co., Chicago.

The Browne Readers, Book Three, Ginn & Co., Boston.

The Brownies and the Goblins, A. Flanagan Co., Chicago.

The Jatakas, Tales of India, Century Co., New York.

The Princess and the Goblin, Lippincott & Co., Philadelphia.

SUGGESTIONS FOR THE USE OF READING MATERIALS

THE USE OF BLACKBOARD LESSONS

At the present time, the readers furnish excellent material for oral reading. In the lower grades there is, however, a lack of material which presents enough opportunities for the development of good silent reading habits. The teacher, trained in the psychology and pedagogy of reading, can supply this need through the use of blackboard lessons.

No reader can possibly anticipate and make use of all the experience in the classrooms which furnish vital, interesting topics for reading lessons, such as the observance of holidays, excursions, and the working out of activities. Many of these interesting situations should be utilized, however. Blackboard units also furnish the opportunity for presenting in new thought associations the vocabulary that has not been mastered and for adding new words to the vocabulary.

The teacher should be careful when formulating blackboard lessons to observe correct literary form, keeping in mind:

1. A central thought for each unit.
2. An interesting beginning and an interesting ending sentence.
3. Correct sequences of sentences leading to the climax.
4. Good sentence structure.
5. Use of expressive words.
6. Correct capitalization, punctuation, and arrangement.

The method of presenting a blackboard unit would not differ materially from that used in developing a lesson in the book. For suggestive steps see page 177.

THE USE OF BULLETIN BOARDS

The bulletin board furnishes another opportunity to stimulate a desire and a love for reading, as it makes use of the interests and experiences of children at a given time. The nature of the material should vary during the year. Sometimes, as in the fall and the spring, it may be devoted to nature experiences; at other times, to activities, special holidays, or current events. The children should be held more responsible than in the first grade for the selection and arrangement of the material on the bulletin board. Committees can be appointed to bring in and arrange material or to choose the best material that has been brought in by different members of the class.

The teacher should stimulate interest in and curiosity about certain items on the bulletin board.

Whenever a child or a group of children have discovered an interesting bit of information placed there and wish to share it with the rest of the group, they should be permitted to do so.

THE USE OF BASAL AND SUPPLEMENTARY MATERIAL

To utilize to the fullest extent the Psychological Principles governing reading, the following suggestions for the use of basal texts are given:

1. The children should not be told the story they are to read as reading should be thought getting. We, as adults, are more eager to read unfamiliar material. The re-reading of familiar material should be in relation to a definite need or motive.
2. Dramatization should follow the reading of a story rather than precede it, as it furnishes one of the best motives for silent reading and check-up of silent reading.
3. Children should have some motive for reading each lesson.
4. Silent reading should usually precede any attempt at oral reading.
5. In each selection there should be some material that is not read aloud. The thought of this portion may be checked through reproduction of the thought in the child's own words or through action.
6. Drill on words should be had, but it should be had largely when words are in context. Isolated words are rarely met with in life.
7. The value of a period spent in just isolated word drill is to be questioned.
8. Sentences, phrases, or words should be called for from the thought side.

METHODS OF PRESENTING READING LESSONS

A. Preparation.

1. The introduction. (See page 99.)
2. The motive.

In addition to the motive question given for the entire selection there should be a motive question for the unit of the story to be read during one period. Sometimes only the latter would be used.

3. Mastery of difficulties. (See page 101.)
4. Setting up standards. (See page 103.)
5. Recall of motive. (See page 103.)
6. Passing out books.

The material should not be in the hands of the children up to this time as it is apt to be distracting.

B. Silent reading.

At the beginning of II B, a question calling for the reading of a group of sentences should be given. These questions should increase in scope as the child's power develops until he is able to read silently, in relation to one question, a whole unit of the story or the entire selection.

During the silent reading of the sentences, the teacher should be busy helping the children with their difficulties and correcting all undesirable habits.

C. Enjoyment of the story and the check-up of silent reading, beginning II B.

In addition to the motive question which should call for the reading of the entire selection or the portion to be used that day, other questions may need to be given which call for the reading of groups of related sentences. The answers to these questions should be given directly following the silent reading of that portion. Some of these questions will call for oral reading and some for the reproduction of the thought. Additional questions may be needed in order to be sure that the children have comprehended the thought and mastered the mechanics

of this portion. When all of the unit for the period has been covered in this way, the motive question will have been answered. However, especial attention should be called to the finding of the answer to this question as it calls for the central thought of this unit.

Sometimes the judgment questions should follow the question calling for the reading of that part; sometimes they should be given after the entire lesson has been read.

Organization questions should follow the reading of the unit and call for re-reading or re-telling of related thoughts.

Questions calling for drill which will fix the vocabulary should come at the close of the lesson. The following ways of securing drill may be suggestive:

1. Have the children point to, or frame with their hands, the sentence, phrase, or word which tells a certain thing.
2. Have the children read the sentence or phrase which tells a certain thing.
3. Give an organization question whose answer will be a group of sentences.
4. Have the children find the most difficult words in the lesson.
5. Have the children read the part which they like best.
6. Have the children find the new friends in the lesson.
7. Have the children find the word ——— as many times as they can on a page.
8. Begin a sentence and have a child find that sentence and finish it.
9. Have the children read as far as they need to in order to tell a certain part of the story.
10. Have a number of children read conversational parts to see which can best represent the characters.
11. Have the children take the parts of characters.
12. Have the children read the sentences containing the new word ———.
13. Find the words on this page beginning with this sound. (The teacher gives the sound of "wh").
14. Find the words that belong to the "it" family.

D. Enjoyment of the story and the check-up of silent reading, later II B, II A, and III Grade.

When the children have gained sufficient power to read an entire selection or unit of a selection in relation to one question which calls for the central thought, this question should be answered at the beginning of the check-up. Other questions calling for the thoughts presented in the story should be asked. These questions should increase in scope through the grade and be fewer in number, because the child should be able to keep larger units of thought in mind, and his ability to get thought need not be checked as much in detail. Some of these questions should call for the oral reading of passages. Children who need practice in oral reading should be given these questions. Other questions should call for the reproduction of the thought in the child's own words. These should be asked the children who have difficulty in interpreting and expressing thoughts.

Questions calling for the use of judgment should be given in each lesson. For suggestive questions see page 42.

Variety in the check-up of silent reading is necessary. The nature of the material and the way it is to be used should regulate the type of check-up. Every type of procedure, however, should make use of questions calling for facts, judgment, organization, and drill on difficulties. The following procedures may be suggestive:

1. Planning for a dramatization.
2. Preparing an organization for the reproduction of a story.
3. Formulating thought questions on the material.
4. Illustrating the lesson by drawing, cutting, or modeling the main events or characters of the story.

Words that give difficulty must be fixed. Both those dealt with in presenting universal difficulties and the individual ones noted by the teacher during the silent reading. For suggestive ways see page 48.

E. Follow-up work.

When much of the recitation time is spent in estab-

lishing correct reading habits and in checking the thoughts gained in silent reading, care should be taken to make further use of the material. The nature of the material will determine what this use should be. If the material is primarily of the silent reading type, the children can illustrate, cut, or model the main ideas of the story, its characters, or incidents. See "Individual Work in Reading for the Between-Recitation Period," on page 117. If it is primarily oral reading material, another period will be necessary to give adequate training in oral reading. This re-reading, however, should be in relation to some need. (See "Oral Reading," page 136.) Groups can practice reading aloud portions of the material, taking the part of different characters or dramatizing the story. (See "Group Work," page 139.)

When it is best to spend another period on oral reading the following steps are suggested:

A. Preparation.

1. Introduction and motive.

The introduction in this period would as a rule be the recall of the need for further practice in oral reading which developed in the silent reading period. This need will furnish the new motive for the re-using of this material.

For possible motives to be used see page 136.

2. Review of difficulties.

Some of the difficulties which were taken up in the silent reading lesson may need to be reviewed in order for good oral reading to be secured.

3. Development of standards.

Standards for good oral reading should be set up as:

Making the audience see the pictures.

Making the audience experience the humor, sadness, or excitement of certain passages.

Making the audience feel that the real character is talking.

Reading with pleasing, easily understood voices.

Enunciating clearly and pronouncing the words correctly.

Reading smoothly.

B. Oral reading.

The type of oral reading done in this period will depend upon the kind of reading material used, the motive for reading, and the needs of the class. This period furnishes the opportunity to raise the standards and develop right habits of oral reading. The following types can be used:

Reading to answer questions.

These questions should call for the pictures, emotional passages, and conversations. The child should be held responsible for selecting the appropriate passage in relation to the question asked and determining the necessary amount to be read.

Taking the parts of characters.

Many children should have the opportunity to take the part of various characters or the part of the book before any one is chosen for any special occasion. The "he said" and "she said" should be eliminated when the character is talking.

Dramatizing with the book.

In addition to reading the speeches of the characters, the selection of places in the room which will best represent the locations described in the book, the use of simple materials for necessary costumes and properties, and the interpreting of the part of the characters through action will lend variety and interest to the oral reading. This is excellent preparation for free dramatizations.

Preparing for puppet shows.

Practice in reading conversations makes possible better expression and language for use in puppet shows.

Preparing for reproduction.

Material rich in descriptive passages, but not dramatic in its character, can be read aloud to get good expression and choice use of words in order that the reproduction of the story in the child's own words may be improved.

TRAINING IN THE EFFECTIVE USE OF THE BOOK

The habit of using the Table of Contents and Word Lists should be acquired by the constant use of them as occasions arise and not in isolated drills.

1. Table of Contents.

Beginning in I A Grade the children should have been taught to make use of the Table of Contents in finding the selections to be read. This habit should be continued. In order to avoid unnecessary waste of time it is often best for the teacher to call attention to the classification of the Table of Contents and sometimes it is advisable to tell them under which heading the story will be found.

2. Word Lists (Third Grade only).

In the third grade beginning should be made in the use of Word Lists. While the universal difficulties should be taken up by the teacher before the silent reading of the lesson, the children should be shown how they can use this list as an additional aid in the mastery of difficulties. To accomplish this the children's attention should be called to the alphabetical arrangement of the words. Through the work in phonics the child already has a knowledge of phonograms involving the use of the long and short sounds of the vowels.

These sounds should be recalled and the appropriate diacritical marks added in order that he may be able to interpret the Word Lists.

ILLUSTRATIONS OF READING LESSONS

LESSON PLAN, II B

*The Fisherman and His Wife*¹

(A portion of the story as adapted by Lila Baugh.)

There was once a fisherman and his wife who lived in a little old hut by the sea.

One day, when the fisherman was out fishing, his line suddenly went deep down into the water. When he pulled it up he found that he had caught a large flounder.

The flounder began to talk to him and said: "I pray you, let me live. I am no flounder really. I am an enchanted prince. Put me into the water again and let me go."

The fisherman said: "I will gladly let you go. I do not want to eat a fish that can talk."

So he put the flounder back into the sea and went home to his wife in the little hut.

When he went in, the wife said to him, "Did you catch any fish to-day?"

"Yes," said the fisherman; "I caught a large flounder who said he was an enchanted prince. So I put him back into the water."

"Didn't you make a wish before you let him go?" asked the wife.

"No," said the fisherman; "what should I wish for?"

"You should have wished for a cottage," said the wife. "I do not like to live in this little hut. Go down to the sea and call him back. Tell him we should like to have him give us a cottage. I know he will be glad to do it."

"Why should I go and ask him for a cottage?" said the fisherman. "I do not like to do it."

¹ From *New American Readers*, Book Two, Ginn & Co., publishers. Used by special arrangement.

"But you must go," said the wife. "He will be sure to give you what you ask because you put him back into the water."

The fisherman was very unwilling to go, but he went to please his wife.

When he came to the sea it was green and yellow and very rough. He looked over the water and called:

"Flounder, Flounder, in the sea,
Come, I pray thee, here to me,
For my good wife, Ilsabil,
Wills not as I'd have her will
And sends to ask a boon of thee."

Then the flounder came swimming up to him and said, "Well, what does your wife want?"

"She wants a cottage," said the fisherman. "She does not like to live in our little hut."

"Go home," said the flounder. "You will find the cottage."

The fisherman went home and found that the hut had been changed to a pretty cottage. His wife met him at the door and said: "Isn't this cottage much better than our little hut? Now we shall be happy."

A. Preparation.

1. Introduction.

How many of you have ever wished for something? What did you wish for? Did you get your wish? Did it make you happy? There is a story in our book of some one who made a number of wishes. What would you like to find out about this story? (What the wishes were.)

2. Motive.

Read and find out what the first wish was and if it brought happiness.

3. Mastery of universal difficulties.

When I went fishing last summer I caught — *a large flounder*. (The teacher writes the phrase in italics on the board.) What phonogram do you see in the last word? (ound) What does *er* say?

What does *fl* say? Who will tell us what the phrase says?

A fairy story often has — *an enchanted prince*. Find a part of the second word you know. Another part. Who knows the phrase?

This is another name for a small house — *a cottage*. What small words do you see in the last word that you know? What is the phrase?

This is the name of the man's wife — *Ilsebil*. (The teacher tells the word.)

This is another way of asking for a favor — *a boon of thee*. The first word sounds like — (Teacher writes *soon* on the board.)

4. Setting up standards.

When we read the story silently what shall we remember? (Read with lips still. Not point to words. Sit straight. Turn pages quietly and from upper right-hand corner.)

5. Recall of motive.

Who can tell what we are going to find out in our story?

6. Passing out of material.

(As there is no Table of Contents in either of these readers, give the page on which the story is found.)

B. Silent reading.

The motive question, as given, would call for the reading of a definite part of the selection. The children should stop reading when they have found the answer to this question.

If the children haven't sufficient power to read this amount in relation to one question, additional questions calling for smaller amounts should be given as shown in the Lesson Plan in First Grade on "Forest Rover," page 185.

During the silent reading of the material, give individual help on words. Check any movement of the lips and pointing with the finger. Notice healthful position of the body during the reading and the care of the book.

C. Check-up of silent reading.

(Books closed.) What was the first wish? How did the fisherman and his wife feel? Who gave them their wish? Why could he grant a wish? Why was he glad to grant the fisherman's wish? Open your books and read what the flounder said when the fisherman caught him. (Have a number read.) Read what the fisherman replied.

(Close books.) What happened when the fisherman went home? Who would like to be the fisherman and read what he says? Who would like to take the part of the wife? (Have a number of children take these parts.)

What kind of woman was Isabil? What kind of man was the fisherman? Read a part that proves your answer. How did the sea look when the fisherman returned? Why? Who would like to read what the fisherman said? What the flounder said? What did the fisherman find when he went home? How many pictures did you see in this part of the story?

Find the words that tell what the fisherman caught. How many times do you find it on the page? Find the words that tell what the fish really was. Find the words that tell what Isabil wished for.

Do you suppose they were happy in the cottage? Tomorrow we will read and find out.

D. Follow-up work.

After the rest of the story has been read in a similar way, it could be read by parts or dramatized.

LESSON PLAN, III B*The Tiger, The Brahman, and the Jackal*¹**I**

Long, long ago when strange things happened, a tiger was caught in a trap. He tried in vain to break the bars, and rolled and frothed with rage because he failed.

¹ From *The New Barnes Readers*, Book Three: By permission of the publishers, Laidlaw Brothers.

Just by chance a poor Brahman came that way.

"Let me out of this cage, O pious man!" cried the tiger.

"Nay, nay, friend," replied the Brahman, "you would eat me if I did."

"No, no, I would not," swore the tiger. "Indeed, I should be so grateful that I would be your slave."

The tiger sighed and sobbed and swore till the pious Brahman's heart softened and at last he opened the cage door.

Out jumped the tiger and at once seized the poor man and cried, "What a fool you are! Don't you know that I am frightfully hungry and I shall surely eat you?"

The Brahman pleaded so feelingly for his life that the tiger at last said that he would leave the decision to the first three things the Brahman should choose.

So the Brahman asked a fig tree to decide the matter, but the tree replied coldly, "You need not complain — I must shade and shelter all who pass by and what do they do but tear down my branches and trample them. Don't weep and complain, be a man!"

Then the sad Brahman put his case before a buffalo whom he saw turning a well wheel in the field. But his reply pleased the Brahman no better.

Then the Brahman in great fear asked the road.

"My good sir," said the road, "you are foolish to expect better treatment. See my state — I am useful to all but am thanked by none."

II

Then the Brahman turned sadly back and prepared to die. But on the way he met a jackal who called out, "Why, what's the matter, my good man? You look as if you had lost your last friend."

The Brahman told him all that had happened.

"How very confusing," said the jackal. "Would you mind telling it over again? I don't seem to understand how all this happened."

The Brahman told it all over again but the jackal seemed as confused as ever. "It's very strange," said he, shaking

his head, "but it all seems to go in one ear and out of the other. Let us go to the place where it happened and then perhaps I will understand."

So they went to the cage where the tiger was waiting and found him sharpening his teeth.

"You've been gone a long time," growled the beast savagely, "but now I'll begin my dinner."

"Give me just five minutes," pleaded the wretched Brahman, "that I may explain matters to the jackal who is slow in understanding."

III

The tiger at last consented and the Brahman told the story over again, not missing a single point and making the tale as long as possible.

"Oh, my poor head! oh, my poor head!" cried the jackal. "Let me see! How did it all begin? You were in the cage, and the tiger came walking by."

"Nonsense," cried the tiger, "how very foolish you are! I was in the cage."

"Of course," cried the jackal, pretending to tremble, "yes, I was in the cage — no, I wasn't — dear! dear! where are my brains? Let me see — the tiger was in the Brahman, and the cage came walking by — no, that's not it either! Don't mind me, but begin your dinner, for I shall never understand!"

"Yes, you shall!" replied the tiger, in a rage, "I'll make you understand! I am the tiger!"

"Yes, kind sir!"

"And this is the Brahman!"

"Yes, kind sir!"

"And I was in the cage. Do you understand?"

"Yes — no — please, kind sir!"

"Please what?" cried the tiger angrily.

"Please, kind sir, how did you get in?"

"Why in the usual way, of course!"

"But oh, dear me! My head is beginning to spin again! Please do not be angry, kind sir, but what is the usual way?"

At this the tiger lost all patience, and jumping into the

cage, cried, "This is the way! Now do you see how it was?"

"Certainly!" smiled the jackal as he quickly shut the door, "and if you will allow me to say so I think you will remain where you are!"

A. Preparation.

1. Introduction.

Yesterday you decided that you wished to dramatize a story for the other Third Grade. What kind of story is a good one to dramatize? (Exciting, many conversational parts, a number of characters, one we can really play.)

2. Motive.

There is a story in our books that you may read and see if it is a good story to dramatize.

3. Mastery of universal difficulties.

The difficulties chosen would depend upon the power of the class. The following are merely suggestive:

The lion was angry and — *frothed with rage*. (The child who has difficulty with the phrase should be the one called upon to work out the word.) How does the phrase begin? What does the last part say? Now who can tell the phrase?

A good man is sometimes spoken of as — *a pious man*.

The little mouse — *pleaded so feelingly* that the lion let him go. What parts of these words do you know? Is there any one who cannot read this phrase?

4. Setting up standards.

If you have trouble with other words what will you do? (Skip the word and come back to it. Sound the word. Ask for help.)

5. Recall of the motive.

Read and find out if this story is a good one to dramatize.

6. Pass out material.

Turn to the Table of Contents and find the story "The Tiger, the Brahman, and the Jackal."

B. Silent reading.

While the children are reading silently, the teacher can help with individual difficulties or she can work with another group. See Method of Procedure, page 111. If the teacher is not working with the children they should keep a list of their difficulties and at the beginning of the check-up ask the teacher what they are.

C. Check-up of silent reading.

Do you think this a good story to dramatize? Why? How many characters will we have to have? Name them. How many different places will we have to have represented? Where will be good places to have these? Will we need any properties?

How many scenes will we have to have? Where will the first scene take place? How many characters will talk in this scene? What will they say? (Treat the other scenes in a similar way.)

D. Follow-up work.

In another recitation period, a number of children can try-out for the various characters, the class selecting the best ones to play before the other grade, or in a between-recitation period, small groups may form and practice the dramatization. The class can decide which children should take the parts the final afternoon. In addition to either of the above treatments, in a between-recitation period or in a language period, the children may plan additional conversations to use, especially in the first part of the story.

LESSON PLAN III A*Wishing*¹

(By William Allingham)

Ring-ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the spring!

¹ From the *Winston Readers, Third Reader*. Used by permission of J. C. Winston Co., Philadelphia, publishers.

The stooping boughs above me,
 The wandering bee to love me,
 The fern and moss to creep across,
 And the Elm tree for our King!

Nay-stay! I wish I were an Elm tree,
 A great, lofty Elm tree, with green leaves gay!
 The winds would set them dancing,
 The sun and moonshine glance in,
 The birds would house among the boughs,
 And sweetly sing.

Oh, no! I wish I were a Robin,
 A Robin or a little Wren, everywhere to go;
 Through forest, field, or garden,
 And ask no leave or pardon,
 Till winter comes with icy thumbs
 To ruffle up our wings!

Well-tell! Where should I fly to,
 Where go to sleep in the dark wood or dell?
 Before a day was over,
 Home comes the rover,
 For mother's kiss — sweeter this
 Than any other thing.

A. Preparation.

1. Introduction.

How many of you have ever wished you were not a little boy or girl but something else? What did you wish to be? Why? In the poem we are going to read to-day, there are ever so many wishes made but it doesn't tell who made them. What would you like to know about this poem?

2. Motive.

To find out who made the wishes and what they were.

3. Mastery of universal difficulties.

No difficulties need to be taken up by the teacher

before the children read. Have the children keep a list of the words they cannot get by themselves or ask the teacher during the silent reading.

4. Setting up of standards.

When the children seem to have formed desirable habits of reading, this step need not be taken up.

5. Turn to the Table of Contents and find the title, "Wishing."

B. Silent reading.

C. Check-up of silent reading.

Who do you think made the wishes? What makes you think so? How many wishes did she make? What were they? What did she finally decide she would rather be and why? What words gave you trouble?

(Open your books.) Read the part that tells the first thing she wished to be. What kind of a primrose did she wish to be? Why is *blowing* a good word to use? How many reasons does the child give for wishing to be a primrose? Read the one you like the best. Who will read all the reasons given? Are there any good words in this part?

Read the next wish. (Call attention to *lofty* and *gay* as was done with bright yellow.) How many reasons were given for desiring to be an elm tree? (Have reasons read.)

Read the next wish. Read the reasons given for this wish. What does *asked no leave or pardon* mean? Are there any words here you especially like? What made her think perhaps she wouldn't like to be a bird after all? What would she do? Why? What unusual word is used here? Why is it a good one?

Why doesn't the poet use the same beginning for each stanza? Close your eyes and see which wish you like the best as I read the whole poem. Look over the wish you like best and see if you can make me like it the best. (Have a number of children read the stanza selected.) Who will read the whole poem? (Teacher or a child reads it.)

D. Follow-up work.

If the poem is to be used for any special occasion, such as "A Spring Party," groups could form in the between-recitation period and practice reading the poem. The best one from each group could read the poem before the entire class, and the class decide which one should read it at the party.

LESSON PLAN II A

*The Fir Tree*¹

(*Reading-Literature, Second Reader*)

A little fir tree grew in the forest. The sun shone on it. The soft air kissed its leaves, and the dew watered its roots.

"Be happy, O fir tree!" said the air.

"Be happy, O fir tree!" said the sunshine.

But the little fir tree was not happy. It took no joy in the warm sunshine. It did not hear the birds sing. It did not see the beautiful clouds above it. It wanted to be tall like the pine trees and spread out its branches. Then it could look out on the world and bow to its friends.

One day some of the pine trees were cut down. The branches were cut off and the trunks were taken out of the forest.

"Where are they going?" asked the fir tree.

"I know," said the swallow. "I saw them on great ships at sea. They were tall, stately masts, and they sailed over the seas."

"I wish I could go to sea," said the little fir tree. "I wish I could sail over the seas."

"Be happy, O fir tree!" said the air.

"Be happy, O fir tree!" said the sunshine.

When Christmas time came many fir trees were taken out of the forest.

"Where are they going?" asked the little fir tree.

"I know," said the swallow. "I saw them in the houses

¹ Free and Treadwell, Editors. Published by Row, Peterson & Co.

in town. They stood in the middle of a warm room. They were covered with cakes and apples and candles and toys."

"Will they take me some time?" asked the fir tree. "I want to go."

"Be happy, O fir tree!" said the air.

"Be happy, O fir tree!" said the sunshine.

The next Christmas the little fir tree heard a man say, "This is the prettiest tree. Let us take it." Then it was cut down and taken out of the forest.

The little fir tree was carried into a big room, where everything was light and beautiful. Some ladies came in and hung dolls and bags of candies on its branches. They hung apples and nuts all over it. They put red, white, and blue candles on it. And at the top they hung a golden star.

"How beautiful it is!" they said.

At last it was night. The wax candles were lighted, and the little fir tree trembled with joy.

Soon the door opened and the children came in. They shouted for joy when they saw the beautiful tree. And they danced about it with their new toys.

After a while the candles burned out. Nothing was left on the tree but the golden star. The children went away and the little fir tree was left alone. Then it thought of the forest, the birds, and the flowers.

A. Preparation.

1. Introduction.

What did we decide that we must find for our Christmas Party? (A good story to tell.) What kind of story should we have? (A Christmas story. An interesting story. One that will make us see pretty pictures.)

2. Motive.

There is a story in our books called "The Fir Tree" that might be a good one to tell. Read it and decide if you would like to tell this story at the party.

3. Mastery of universal difficulties.

The difficulties chosen would depend upon the

power of class. The following are merely suggestive:

The rain fell upon the plant and — *watered its roots*. What word do you see in this first word? What is the phrase?

Some boats have — *stately masts*. Who is having trouble with the first word? What family do you see? (ate) What does *st* say? What does the ending say? What is the phrase?

When the little dog saw his master he — *trembled with joy*.

4. Setting up of standards.

What is the best way to hold your books when you are reading? Why? What will help you read quickly? (Keep lips closed. Avoid pointing to words.)

5. Recall of motive.

What are you going to find out about this story?

6. Passing out material.

Find "The Fir Tree" in the Table of Contents.

B. Silent reading.

The teacher gives individual help and checks habit formation during silent reading.

C. Check-up of the silent reading.

Is this a good story to tell at our party? Why? What will help us tell the story? What was the first picture you saw? Tell me that in a sentence. (Have a number of children tell. Have the children choose the best. Write this on the board.) Describe this picture. (Teacher will have to give questions to bring out points not mentioned.)

What was the next picture? (Have a number of children tell. Develop as in the first picture.) Read what the fir tree asked. Read what the swallow answered. Read what the fir tree wished. How do you think he said it? Read what the air and sunshine said to him.

What was the next picture? (Develop as before.)
Read what the swallow told the fir tree.

What was the last picture? (Develop as before.)
Describe this picture. What did the little fir tree do when the candles were lighted? What did the children do? Was the little fir tree finally happy? What makes you think so?

What good words do you want to use when you tell this story? Show me the words.

D. Follow-up work.

Have the children form in small groups and practice telling the story, making use of the organization which has been written on the board.

WAYS OF REVIEWING MATERIAL

Special holidays and activities furnish excellent motives for the re-reading of selections to find one suited to the occasion. (See "Individual Work," page 117.)

Many stories can be used in more than one way. One group may dramatize the story while another group may be working on the reproduction of the story. (See "Group Work," page 125.)

Another interesting way of using familiar material is suggested in the Lincoln Readers, Book III, under the title "School Room Movies." Each child is given a different paragraph in which he is told to represent a certain character found in one of the stories already read. Specific directions are also given as to what he shall do to represent the character.

The paragraphs used should be of about equal length

and difficulty. A time limit should be given for the silent reading of these. When time is up, the children are called upon to do what their paragraph said. The other children guess what character has been impersonated and which actor interpreted his part the best.

*Illustration from the Lincoln Readers, Book III*¹

You are an Indian. You may wear an Indian hat or a few feathers stuck in your cap. Over your shoulder is a broom-stick or a toy gun. You peer through the door. Then you step in cautiously and look about. You may spy the waste-paper basket and repeat the exclamation of Indian in the story of "The Two Brass Kettles." You fire your gun — bang! and then take fright and run for the door.

THE USE OF LIBRARY MATERIAL

The object of the library table is to furnish children additional opportunity to enjoy books through handling them and selecting material that appeals to them. This table should be furnished with easy, carefully selected books not to be used in the recitation periods. There should be a wide range of books, not more than one or two copies of each. Besides books, there could be pictures with simple stories attached, stories cut from old readers and mounted on heavy cardboard, and reading units that have been developed in class.

The children should be allowed to use this material before and after school, and at odd times during the

¹ Used by permission of Laurel Book Co., New York, publishers.

day. Sometimes a small group of children can be sent to the library table to find material suitable for a special occasion. Whenever individuals or groups wish to read to the class material which they have selected and carefully prepared, they should be allowed to do so. No other check-up of the reading of library material is advocated. The main object of the library table is accomplished if the children begin to love to browse in books.

PHONICS

The phonograms met with most frequently in the basal and supplementary books should be developed. Consonant sounds and phonograms taken up in the First Grade should be reviewed and applied in the reading lessons in the identification of new words.

A few simple rules should be worked out by the children. The teacher should study the treatment of Phonics on page 77 and apply the principles to her work.

ACTIVITIES NECESSITATING MUCH READING

A Flower Show

(Second or Third Grade)

Situation. The children had been very much interested in a Flower Show that had been held in the city, and wished to have a Flower Show in their room. The children selected all the material used for the show.

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Reading opportunities utilized. The teacher selected stories and poems in the basal and supplementary readers which were suitable for the show, and which the children had not read. These were read silently and the thought checked in the regular periods. The children decided what use could be made of these stories and poems at the flower show. Some of the stories were read by parts, some were dramatized, others were reproduced. The best of the poems were either read aloud or memorized.

The children brought in extra material that they had selected and prepared at home. This material was read before the class and the class decided whether it was material they wanted used.

The children were encouraged to see if there was any suitable material in the books on the library table. This was also prepared and given before the class.

Material already read was re-read to see if it could be used for the show. Between-recitation periods were utilized in the selection and preparation of the material.

Small groups were utilized in the between-recitation periods for:

1. Practicing the reading of a story by parts.
2. Dramatizing a story.
3. Preparing a reproduction of a story.
4. Practicing the reading of a poem.
5. Practicing the reciting of a poem.

Reading material used at the Flower Show:*Stories*

How the Apple Blossoms Came Back
Willie and the Flower Festival
A Garden Helper
The Story of Persephone
The Magic Flower
The Raindrop
The Garden
Five in One Pod
An Easter Surprise
The Star and the Lily
Peboan and Seegwun

Poems

Where the Fairies Live
Violets
May
Daisies
There is Nothing Like the Rose
Calling the Violet
Little White Lily
Sweet Peas

Other subjects utilized:*Language:*

1. In planning for the Flower Show many language periods were devoted to the discussion of such topics as:
 - a. What will we have to have for the show?
 - b. What can we have to sell?
 - c. What can we do to make our room look attractive?
 - d. What can we do for entertainment?
 - e. How can we make people want to buy?
2. Memorizing poems such as:
 - Baby Seed Song
 - A Secret
 - Clovers
 - The Dandelion

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Robin's Secret
The Dandelions
Calling the Violet
Coming of Spring

3. Reproduction of stories. (See Reading, page 106.)
4. Dramatization of stories. (See Reading, page 106.)
5. Original riddles.
6. Check-up of the handwork.
7. Planning of letters to send for seed catalogues.
8. Planning of advertisements.
9. Composing invitations.
10. Planning good conversations over the telephone.

Nature study:

The children decided to have plants, bulbs, and seeds for sale. Seeds and bulbs were planted in tin cans, flower pots, egg shells, and window boxes.

In planting and caring for the plants they learned the needs of a plant, the parts of the plant and the names of the different flowers.

Arithmetic:

Making of bills.

Addition and subtraction combinations needed for buying and selling.

Column addition.

Practice in the multiplication tables.

Writing of numbers.

Changing the minuend in subtraction.

The use of the dollar and cents marks.

The use of inch, foot, and yard.

Review of fractional parts of numbers.

Spelling:

Words needed for bills, signs, advertisements, programs, invitations, and letters to seed stores.

Writing:

Sentences, words, and parts of words needed in the writ-

ing of bills, signs, advertisements, programs, invitations, and letters to seed stores.

Music:

Songs.

Selections for musical appreciation.

Handwork and art:

Planning, making, and decorating:

Packages for seeds.

Vases for flowers.

Jardinières.

Baskets.

Flower pots.

Paper covers for flower pots.

Birds on sticks.

Butterflies on sticks.

Bird cages.

Planning and making room decorations:

Paper flowers.

Birds.

Butterflies.

Outcomes in social habits:

Ability to coöperate.

Ability to take initiative.

Courtesy in buying and selling.

Self-control.

Responsibility.

Outcomes in appreciations:

Appreciation of the beauties of nature.

Appreciation of the service rendered by various community helpers.

Love for reading.

Appreciation of stories and poems.

Appreciation of color combinations.

Love for good music.

AN ORIGINAL READING TEST

Situation. The children had been given informal tests in reading. In addition during the between-recitation periods they had been given silent reading material similar to that of the Haggerty Test. The teacher had used in the directions the vocabulary already developed, and had made enough hectographed copies for the class. Great interest had been aroused, especially when the teacher made class graphs of the results. One day the children were asked if they would like to write a test of their own to give to other members of the class. The suggestion met with an enthusiastic response.

Planning for the making of the test. The teacher asked the children what they must be able to do in order to make a test. The following answers were given:

"We must give good directions."

"We must not have the directions all the same."

"We must be able to spell the words used in the test."

"We must write well."

"We must draw the pictures well."

"We must know how to tell time."

"We must know how to score the test."

Many language periods were spent in giving, orally, directions which could be used for the test. Variety and originality were encouraged. The need for clear, well-constructed sentences was felt by the children.

Excellent language training was secured in select-

ing the spelling words needed and determining the writing difficulties.

After the spelling and writing difficulties were sufficiently mastered, the children were allowed to write five directions for a test, keeping in mind the following points:

1. Every sentence must begin with a capital letter.
2. Every sentence that tells you to do something must end with a period.
3. Every sentence that asks you something must end with a question mark.
4. The margin must be even.

In the check-up of these first directions the children were allowed to select the part of their test which they considered showed the best thought. Some of these were read orally, some were written on the board. All were criticized from the thought side first. Those written on the board were discussed from the additional standpoints of spelling, writing, capitalization, punctuation, and form. In this way standards were raised and new needs in spelling and drawing arose. The children found that unless they could draw better the one taking the test would be unable to follow directions correctly. Good reading was also felt to be necessary.

Making the test. When the children thought that they had practiced sufficiently, they made another test which was to be perfect enough to be given to another child in their own room.

Giving the test. When the day came to give the

test each child chose the classmate whom he wanted to take his test. The child who had been selected as time keeper because of his ability to tell time, gave the necessary signals. When the test was finished it was returned to the child who made it and was corrected and scored. It was then returned to the child who had taken the test, and the child who had made it and scored it explained the mistakes.

Accomplishments in reading. Practice in silent and oral reading was given in the check-up of the preliminary tests. The children felt the need of being able to find out exactly what the directions told them to do. As every child wanted to be able to finish the test on time, he felt the need of eliminating those habits that decrease speed, such as lip and head movements. Practicing for the test caused greater interest in reading at home and at the library table during the between-recitation period.

Accomplishments in Language:

Oral language:

The development of originality in making the test.

The use of clear, concise sentences.

The correct use of: *a* and *an*, *has* and *have*, *more* and *most*.

Written language:

Capitalization:













The use of a capital at the beginning of a sentence and in the child's own name.

Punctuation:

The use of a period at the end of a sentence.

The use of the comma in a series.

The use of the apostrophe to indicate possession.

1. Put a cross on the first pig  .
2. Put a line under the apple.  .
3. Draw a ring around the basket of tulips  .
4. Draw a line under the nest that has the most straw in it  .
5. Put a line over the football  .
6. Put a ring around the cat.  .

SAMPLE OF CHILDREN'S ORIGINAL READING TESTS


(Mary M. Kelley, Teacher, Kansas City, Missouri.)

1 Put a cross on the bird



2 Put a line over the pig



3. Put a ring around the sh-
angel  O

4. Put, under, on your paper
and make a line under it.

5. One, two, three, four, five, six,
seven, eight, nine. Put a line
over nine.

6. Put a line above the girl



SAMPLE OF CHILDREN'S ORIGINAL READING TESTS
(Mary M. Kelley, Teacher, Kansas City, Missouri.)

Arrangement:

The use of the margin.

Straight lines.

Work well spaced.

Accomplishments in spelling:

The spelling periods were spent upon the list of words the children decided they must know how to spell. The universal needs were studied by the entire class. The individuals worked on the special words they needed to use. The words selected for the class to learn how to spell were: put, make, draw, cross, line, under, over, ring, around, above.

Accomplishments in writing:

The writing periods were utilized in practicing the most difficult words to be used in the test, the capital letters needed, and the child's own name.

Further drill was secured by the writing of the various tests.

Accomplishments in drawing:

Much practice was required in drawing fruit, animals, flowers, toys, and other objects needed for the test.

Accomplishments in arithmetic:

Writing of numbers.

Keeping and telling time.

Addition and subtraction combinations needed for scoring.

Column addition in adding total rights and wrongs for the class score.

Accomplishments in social habits:

Ability to give and receive criticism in a friendly spirit.

Ability to work together.

Ability to take initiative.

Promptness in obeying signals.

For further suggestions see Activities following Kindergarten and First Grade and Fourth, Fifth, and Sixth Grades.

CHAPTER XIII

FOURTH, FIFTH, AND SIXTH GRADES

GENERAL OBJECTIVES IN READING

1. To create a desire and love for reading.
2. To develop the ability to get thought with accuracy, facility, and reasonable rapidity.
3. To develop the ability to master the mechanics of reading.
4. To enable the child to read at his maximum degree of speed.
5. To help the child use the tools of reading effectively.
6. To develop the power to read well silently.
7. To develop the ability to give pleasure to others through oral reading.
8. To create a desire to possess books.
9. To stimulate an appreciation of good literature.

OBJECTIVES IN THE FORMATION OF APPRECIATIONS, HABITS, AND SKILLS

I. Appreciations:

1. To desire and love to read.
2. To enjoy the humor of a selection.
3. To appreciate beauty of description and choice use of words.
4. To appreciate the worth of certain characters, incidents, or events.
5. To select and to read worth while material in newspapers, magazines, and books.
6. To desire to possess books.
7. To build up ideals of right living.

II. Habits and Skills:

1. To eliminate undesirable reading habits such as bad head, eye, and lip movements.

2. To make effective use of table of contents, word lists, chapter headings, and marginal headings.
3. To use economically and effectively a dictionary (Grades V and VI) encyclopædia (Grade VI) and a card catalogue (Grade VI).
4. To increase the amount of material recognized at one glance or sweep of the eye.
5. To read at the child's maximum degree of speed.
6. To read with a definite purpose in mind.
7. To judge and organize the ideas during the process of reading.

ACHIEVEMENTS AT THE END OF SIXTH GRADE

Children should show increased ability:

1. To comprehend the central thought of larger units.
2. To remember what has been read.
3. To attack new words.
4. To judge, organize, and use the ideas gained both in old and new situations.
5. To appreciate good literature and judge the merit of a selection.
6. To discriminate in judging character.
7. To read expressively with well-modulated voices.
8. To read accurately and fluently.
9. To suggest characters and arouse emotions.

SUGGESTED MATERIALS

I. Basal and Supplementary Books.

The following books are suggested for use in the Fourth, Fifth, and Sixth Grades. This is not a complete list but merely suggestive. The books were selected because of their thought content and because in addition their form is such as would aid in the establishment of correct habits of reading.

GRADE IV

- Andrews, *Seven Little Sisters*, Ginn & Co., Boston.
- Bolenius *Fourth Reader*, Houghton Mifflin Co., Boston.
- Burk, *Barbara's Philippine Journey*, World Book Co., New York.
- Carpenter, *Around the World with the Children*, American Book Co., New York.
- Chamberlain, *How We Are Clothed*, Macmillan Co., New York.
- Chamberlain, *How We Are Fed*, Macmillan Co., New York.
- Chamberlain, *How We Travel*, Macmillan Co., New York.
- Cooke, *Nature Myths and Stories*, A. Flannagan Co., Chicago.
- Davidson, *Founders and Builders of our Nation*, Scott, Foresman & Co., Chicago.
- Elson *Primary School Reader, Book Four*, Scott, Foresman & Co., Chicago.
- Everyday Classics, Third Reader*, Macmillan Co., New York.
- Four Great Americans*, American Book Co., New York.
- Hallock and Winslow, *The Land of Health*, Charles E. Merrill, New York.
- Horace Mann Readers, A Fourth Reader*, Longmans, Green & Co., New York.
- Kendall Fourth Reader*, D. C. Heath & Co., Boston.
- Lewis and Roland Silent Readers, Fourth Reader*, J. C. Winston Co., Philadelphia.
- Lincoln Readers, Fourth Reader*, Laurel Book Co., New York.
- New American Readers, Book Four*, Ginn & Co., New York.
- Other Soldiers*, Laurel Book Co., New York.
- Pratt-Chadwick, *The Alo Man*, World Book Co., New York.
- Progressive Road to Reading, Introductory Book Four*, Silver, Burdett & Co., New York.
- Pumphrey, *Pilgrim Stories*, Rand, McNally & Co., Chicago.
- Reading-Literature, Fourth Reader*, Row, Peterson & Co., Chicago.
- Studies in Reading, Fourth Grade*, The University Pub. Co., Lincoln, Neb.
- Warren, *Little Pioneer*, Rand, McNally & Co., Chicago.
- Winston Fourth Reader*, J. C. Winston Co., Philadelphia.

GRADE V

- Babson, *A Central-American-Journey*, World Book Co.,
Yonkers, N.Y.
Bolenius Fifth Reader, Houghton Mifflin Co., Boston.
Carpenter, *How the World is Clothed*, American Book Co.,
New York.
Carpenter, *How the World is Fed*, American Book Co., New
York.
Carpenter, *How the World is Sheltered*, American Book Co.,
New York.
Chadsey and Spain, *Fifth Reader*, Century Co., New York.
Community Interest, *The Young American Readers*, J. C.
Winston Co., Philadelphia.
Cornyn, *Indian Hero Tales*, Little, Brown & Co., Boston.
Elson Readers, Book Five, Scott, Foresman & Co., Chicago.
Everyday Classics, Fourth Reader, Macmillan Co., New York.
Hotchkiss, *Representative Cities of the United States*, Hough-
ton Mifflin Co., Boston.
Kendall Fifth Reader, D. C. Heath & Co., Boston.
Lewis and Rowland, *The Silent Readers, Fifth Reader*, J. C.
Winston Co., Philadelphia.
Modern Americans, Laurel Book Co., New York.
New American Readers, Book Five, Ginn & Co., Boston.
Progressive Road to Reading, Book Four, Silver, Burdett &
Co., New York.
Reading-Literature, Fifth Reader, Row, Peterson & Co.,
Chicago.
Sharp, *Beyond the Pasture Bars*, Century Co., New York.
Studies in Reading, Fifth Grade, University Pub. Co.,
Lincoln, Neb.
Tappan, *American Hero Stories*, Houghton Mifflin Co.,
Boston.
The Horace Mann Readers, A Fifth Reader, Longmans,
Green & Co., New York.
Winston Fifth Reader, J. C. Winston Co., Philadelphia.

GRADE VI

- Baker and Carpenter Fifth Reader*, Macmillan Co., New York.

- Bolenius Sixth Reader*, Houghton Mifflin Co., Boston.
Carpenter Geographical Readers, American Book Co., New York.
Chadsey and Spain Sixth Reader, Century Co., New York.
Elson Readers, Book Six, Scott, Foresman & Co., Chicago.
Everyday Classics, Book Five, Macmillan Co., New York.
Faris, Real Stories from Our History, Ginn & Co., Boston.
Lewis and Roland Silent Readers, Sixth Reader, J. C. Winston Co., Philadelphia.
Modern Europeans, Laurel Book Co., New York.
Reed, When They Were Boys, F. A. Owen Co., Dansville, N.Y.
Studies in Reading, Sixth Grade, University Pub. Co., Lincoln, Neb.
Young and Field, Book Six, Ginn & Co., Boston.

II. Books from the Home Reading List

GRADE IV

- Andrews, *Ten Boys on the Road from Long Ago to Now*, Ginn & Co., Boston.
Austin, *Basket Woman*, Houghton Mifflin Co., Boston.
Baldwin, *Thirty More Famous Stories*, American Book Co., New York.
Bass, *Stories of Pioneer Life*, D. C. Heath & Co., Boston.
Blaisdell, *American History Story Book*, Little, Brown & Co., Boston.
Brown, *In the Days of the Giants*, Houghton Mifflin Co., Boston.
Burgess, *Mother West Wind "Why" Stories*, Little, Brown & Co., Boston.
Burgess, *Mother West Wind's Children*, Little, Brown & Co., Boston.
Carroll, *Alice's Adventures in Wonderland*, Macmillan Co., New York.
Chaffee, *Trail and Tree Top*, Milton Bradley Co., Springfield, Mass.
Cobb, *Arlo*, Putnam's Sons Co., New York.
Collodi, *Adventures of Pinocchio*, Ginn & Co., New York.

- Eggleston, *Stories of Great Americans for Little Americans*, American Book Co., New York.
- Harding, *Greek Gods, Heroes and Men*, Scott, Foresman & Co., Chicago.
- Hart, *Colonial Children*, Macmillan Co., New York.
- Hawthorne, *Wonderbook*, and *Tanglewood Tales*, Jacobs Co., Philadelphia.
- Hill, *Washington*, Appleton & Co., New York.
- Hurlbert, *Forest Neighbors*, McClure, Phillips Co., New York.
- Jackson, H. H., *Cat Stories*, Little, Brown & Co., Boston.
- Kingsley, *Water Babies*, Jacobs Co., Philadelphia.
- Kipling Reader for Elementary Grades, Appleton & Co., New York.
- McDonald, *At the Back of the North Wind*, Lippincott & Co., Philadelphia.
- Morley, *Little Mitchell*, McClurg Co., Chicago.
- Morley, *Donkey John of the Toy Valley*, McClurg Co., Chicago.
- Mulock-Craik, *Adventures of a Brownie*, Jacobs Co., Philadelphia.
- Ouida, *Nürnberg Stove*, Page Co., Boston.
- Paine, *Hollow Tree and Deep Woods Book*, Harper Bros., New York.
- Peary, *The Snow Baby*, Stokes & Co., New York.
- Perkins, *Belgian Twins*, Houghton Mifflin Co., Boston.
- Perkins, *French Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Italian Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Mexican Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Puritan Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Scotch Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Dutch Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Eskimo Twins*, Houghton Mifflin Co., Boston.
- Perkins, *Japanese Twins*, Houghton Mifflin Co., Boston.
- Perry and Beebe, *Four American Pioneers*, American Book Co., New York.
- Pyle, *Robin Hood*, Charles Scribner's Sons, New York.
- Roosevelt, *Stories of the Great West*, Century Co., New York.
- Sewall, *Black Beauty*, McKay Co., Philadelphia.
- Skinner, *Merry Tales*, American Book Co., New York.

- Smith, *The Story of Pocahontas and Captain John Smith*, Houghton Mifflin Co., Boston.
Spyri, *Moni the Goat Boy*, Ginn & Co., New York.
Spyri, *Heidi*, Lippincott & Co., Philadelphia.
Van Loon, Hendrik, *A Short History of Discovery*, McKay Co., Philadelphia.
Wade, *Dolls of Many Lands*, Wilde Co., Boston.

GRADE V

- Bailey, *Broad Stripes and Bright Stars*, Milton Bradley Co., Springfield, Mass.
Bates, *In Sunny Spain*, Dutton & Co., New York.
Bealby, *Canada (Peeps at Many Lands)*, Adams and Charles Black Co., London.
Blaisdell, *Hero Stories from American History*, Ginn & Co., Boston.
Brooks, *True Story of George Washington*, Lothrop, Lee & Shepard Co., Boston.
Browne, *Panama (Peeps at Many Lands)*, Adams and Charles Black Co., London.
Browne, *South America (Peeps at Many Lands)*, Adams and Charles Black Co., London.
Bryant, *I am an American*, Houghton Mifflin Co., Boston.
Burnett, *Little Saint Elizabeth*, Charles Scribner's Sons, New York.
Burnett, *Sara Crewe*, Charles Scribner's Sons, New York.
Colum, *Children of Odin*, Macmillan Co., New York.
Colum, *Boy in Eirinn*, Dutton & Co., New York.
Curtis, *Indian Days of the Long Ago*, World Book Co., Yonkers, N.Y.
Defoe, *Robinson Crusoe*, Harper & Bros., New York.
Dragoumis, *Under Greek Skies*, Dutton & Co., New York.
Driggs, *The White Indian Boy*, World Book Co., Yonkers, N.Y.
Gaines, *Treasure Flower*, Dutton & Co., New York.
Godoy, *When I was a Girl in Mexico*, Lothrop, Lee & Shepard Co., Boston.
Gordy, *American Leaders and Heroes*, Charles Scribner's Sons, New York.

- Green, *Laird of Glentyre*, Dutton & Co., New York.
- Harris, *Nights with Uncle Remus*, Houghton Mifflin Co., Boston.
- Heerman, *Stories from the Hebrew*, Silver, Burdett & Co., Chicago.
- Kelly, *Egypt (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Kipling, *Just So Stories*, Doubleday, Page & Co., Garden City, N.Y.
- Kipling, *Jungle Book*, Doubleday, Page & Co., Garden City, N.Y.
- Kipling, *Second Jungle Book*, Doubleday, Page & Co., Garden City, N.Y.
- Lagerlof, *The Wonderful Adventure of Nil*, Doubleday, Page & Co., Garden City, N.Y.
- Long, *Fowls of the Air*, Ginn & Co., Boston.
- Long, *Beasts of the Field*, Ginn & Co., Boston.
- Long, *Wilderness Ways*, Ginn & Co., Boston.
- Mackler-Ferryman, *Norway*, Adams and Charles Black Co., London.
- Meiklejohn, *Cart of Many Colors*, Dutton & Co., New York.
- Mowry, *American Inventions and Inventors*, Silver, Burdett & Co., Chicago.
- Mulock-Craik, *Little Lame Prince*, Lippincott & Co., Philadelphia.
- Noel, Buz, *The Life and Adventures of a Honey-Bee*, Holt & Co., New York.
- Portor, *Genevieve*, Dutton & Co., New York.
- Pritchard, *Stories of Thrift for Young Americans*, Charles Scribner's Sons, New York.
- Richards, *Captain January*, Dana Estes Co., Boston.
- Saunders, *Beautiful Joe*, Judson Press.
- Schnapps, *Archag the Little Armenian*, Dutton & Co., New York.
- Seton, *Lobo, Rag, and Vixen*, Charles Scribner's Sons, New York.
- Sidney, *Five Little Peppers and How They Grew*, Lothrop, Lee & Shepard Co., Boston.
- Snedden, *Docas, the Indian Boy*, D. C. Heath & Co., Boston.
- White, *The Magic Forest*, Grosset & Co., New York.

- White, *A Little Girl of Long Ago*, Houghton Mifflin Co., Boston.
- Wiggin and Smith, *Arabian Nights*, Charles Scribner's Sons, New York.
- Wiggin, *The Birds' Christmas Carol*, Houghton Mifflin Co., Boston.
- Wiggin, *The Posy Ring*, Doubleday, Page & Co., Garden City, N.Y.

GRADE VI

- Alcott, *Little Women*, Little, Brown & Co., Boston.
- Alcott, *Old-Fashioned Girl*, Little, Brown & Co., Boston.
- Alcott, *Under the Lilacs*, Little, Brown & Co., Boston.
- Alcott, *Little Men*, Little, Brown & Co., Boston.
- Ambrosi, *When I Was a Girl in Italy*, Lothrop, Lee & Shepard Co., Boston.
- Arnadottir, *When I Was a Girl in Iceland*, Lothrop, Lee & Shepard Co., Boston.
- Austin, *Betty Alden*, Houghton Mifflin Co., Boston.
- Austin, *Standish of Standish*, Houghton Mifflin Co., Boston.
- Baker, *Boy's Book of Inventions*, Doubleday, Page & Co., Garden City, N.Y.
- Bertelli, *The Prince and His Ants*, Holt & Co., New York.
- Bosher, *Mary Carey*, Grosset & Co., New York.
- Brooks, *Historic Girls and Historic Boys*, Putnam's Sons Co., New York.
- Burnett, *Little Lord Fauntleroy*, Charles Scribner's Sons, New York.
- Burnett, *Secret Garden*, Grosset & Co., New York.
- Carter, *Lion and Tiger Stories*, Century Co., New York.
- Collins, *Wireless Man*, Century Co., New York.
- Cotes, *Story of Sonney Sahib*, Appleton & Co., New York.
- Debogorie-Makrieich, *When I Was a Boy in Russia*, Lothrop, Lee & Shepard Co., Boston.
- De Groot, *When I Was a Girl in Holland*, Lothrop, Lee & Shepard Co., Boston.
- Demetries, *When I Was a Boy in Greece*, Lothrop, Lee & Shepard Co., Boston.
- Dodge, *Hans Brinker*, Charles Scribner's Sons, New York.

- Eggleston, *Hoosier School Boy*, Charles Scribner's Sons, New York.
- Elias, *Far East, China, Korea and Japan (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Finnemore, *England (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Finnemore, *France (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Finnemore, *Italy (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Finnemore, *Switzerland (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- French, *Lance of Kanana*, Lothrop, Lee & Shepard Co., Boston.
- Grenfell, *Adrift on an Ice-Pan*, Houghton Mifflin Co., Boston.
- Hale, *The Man Without a Country*, Little, Brown & Co., Boston.
- Hall, *When I Was a Boy in Norway*, Lothrop, Lee & Shepard Co., Boston.
- Harding, *The City of Seven Hills*, Scott, Foresman & Co., Chicago.
- Heyliger, *Don Strong, American*, Appleton & Co., New York.
- Heyliger, *Don Strong of the Wolf Patrol*, Appleton & Co., New York.
- Heyliger, *High Benton*, Appleton & Co., New York.
- Heyliger, *Don Strong, Patrol Leader*, Appleton & Co., New York.
- Hunter, *When I Was a Boy in Scotland*, Lothrop, Lee & Shepard Co., Boston.
- Hutchins, *Sword of Liberty*, Century Co., New York.
- Jonckheere, *When I Was a Boy in Belgium*, Lothrop, Lee & Shepard Co., Boston.
- Jordon, *The Story of Matka*, Whitaker Co., San Francisco.
- Jungman, *Holland (Peeps at Many Lands)*, Adams and Charles Black Co., London.
- Kipling Reader for Upper Grades, Appleton & Co., New York.
- Lang, *Book of Princes and Princesses*, Longmans, Green & Co., New York.
- Lee, *When I Was a Boy in China*, Lothrop, Lee & Shepard Co., Boston.

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Lefferts, *American Leaders, Book One*, Lippincott & Co., New York.

Meeker-Driggs, *Ox-Team Days on the Oregon Trail*, World Book Co., New York.

Ouida, *Dog of Flanders*, Page & Co., Boston.

Parkman, *Rivals for America*, Little, Brown & Co., Boston.

Pattison, *When I Was a Girl in Switzerland*, Lothrop, Lee & Shepard Co., Boston.

Rice, *Mrs. Wiggs of the Cabbage Patch*, Century Co., New York.

Rice, *Lovey Mary*, Century Co., New York.

Serl and Pelo, *American Ideals*, Gregg Co., New York.

Seton, *Animal Heroes*, Grosset & Co., New York.

Seton, *Wild Animals I Have Known*, Charles Scribner's Sons, New York.

Seton, *Biography of a Grizzly*, Century Co., New York.

Sharp, *Watcher in the Woods*, Century Co., New York.

Shioya, *When I Was a Boy in Japan*, Lothrop, Lee & Shepard Co., Boston.

Webster, *Daddy Long Legs*, Grosset & Co., New York.

Wiggin, *Timothy's Quest*, Houghton Mifflin Co., Boston.

Wyss, *Swiss Family Robinson*, Jacobs Co., Philadelphia.

Zollinger, *Widow O'Callaghan's Boys*, McClurg Co., Chicago.

III. Reference Material.

1. Newspapers.
2. Texts and Reference Books on Other Subjects.
3. Bulletin Boards.
4. Pictures and Slides.

SUGGESTIONS FOR THE USE OF READING MATERIALS

In order that the teacher of these grades may accomplish the Objectives in Appreciations, Habits, and Skills, she must be familiar with the psychological principles governing the reading process which have been taken up in Part II.

She must also know how to present reading material so that the desirable objectives can be accomplished. In the first three grades the mechanics of reading have largely been mastered and some fundamental habits have been established. It remains for the later grades to strengthen the habits already begun, to give special emphasis to the factors that produce speed, to develop good study habits, to teach children sources of information, and to train them how to use books effectively.

At the beginning of each grade, the teacher should ascertain the reading abilities of the children in her class. She should note the pupils who need individual help, diagnose their difficulties and give remedial treatment.

In these grades group work offers unlimited possibilities for the adaptation of the work to the actual interests and needs of the children. As individual interests are becoming more pronounced at this period, a wide range of reading material should be provided. Children should have access to library and reference books in order to develop a love for reading, appreciations, high ideals, a wealth of information, and worth while interests.

THE USE OF BASAL AND SUPPLEMENTARY BOOKS

While an increased amount of library and reference reading is advocated for these grades, the use of some

uniform material is necessary to develop and check standards and habits of good reading. The basal and supplementary books furnish such material. Great care should be taken to provide subject-matter along many lines and suitable for both silent and oral reading. The procedures to be followed in Silent and Oral Reading Lessons have been taken up in detail in Chapters VIII and IX. In order to understand the lesson plans that follow, the teacher should be perfectly familiar with the preceding chapters.

LESSON PLANS

The Jack-O'-Lantern

(*Everyday Classics, Fourth Reader*)¹

The children had been working busily all day helping their father and mother with the harvesting. It would soon be Thanksgiving Day, and the nuts had to be gathered and stored away, the pumpkins and corn put into the barn, and the apples cut, strung, and hung up to dry.

In the olden time, you see, the children had to work during the spring planting and the fall harvesting, and they went to school a little in the winter and summer.

After supper the family gathered round the big fireplace in the kitchen — all but the father, who had gone to help a neighbor.

"Let us string a few more apples," said Endurance. "Father filled the baskets again this afternoon!"

"Oh, no!" said Obed. "Let us make a jack-o'-lantern. I found a big yellow pumpkin and Father gave it to me."

"Yes, yes," cried all the children. "Let us make a jack-o'-lantern!" and they watched with eager interest

¹ Edited by Baker and Thorndike. Used by permission of the Macmillan Company, publishers.

while Obed cut off the top of the pumpkin and scooped out the seeds.

"Now make two big eyes," said Endurance, and Obed cut two round holes in the rind. Then he cut a long narrow opening.

"What a big mouth!" said Patience.

"The better to eat you with, my dear," said one of the boys, as Obed added a nose and two ears.

"Mother, Mother, may we have a candle? Our lantern is finished," cried the children at last.

Mrs. Moore found a bit of candle and lighted it. How the big eyes glared, and the mouth grinned! Truly, it was an ugly face.

Just then a man came riding by. "The Indians, the Indians!" he cried. "They are coming up from the swamp. There is not time for you to go to the blockhouse."

"Take the children, Mother," said Obed, "and hide them in the loft. Amos and I will stay here and watch for the Indians, and perhaps Father will come soon to help us."

In a moment the children were hidden, the fire was covered, and the boys were peering out into the darkness.

"Look, look!" whispered Amos, "there is a shadow behind that tree. I think it is an Indian." Then, as he saw the shadow move, he spoke again. "Let us try to scare him, Obed. The jack-o'-lantern, quick!"

The jack-o'-lantern was lighted and set in the window. It moved its head from side to side. It glared and stared into the night. It disappeared and appeared again.

The Indian saw its shining eyes, its grinning mouth, and he fled through the woods in terror.

"The fire spirit! The fire spirit!" he called to his comrades, and they hurried with him back to the swamp.

All night long Obed kept the jack-o'-lantern in the window, but the Indians never dared to return to the abode of the great fire spirit.

A. Preparation.

1. Introduction.

How many of you have ever made a jack-o'-lantern? What did you do with it?

There is a story in our readers in which a jack-o'-lantern was used for a strange purpose. What do you want to find out?

2. Motive.

To find out for what purpose the jack-o'-lantern was used.

3. Mastery of universal difficulties.

The children should be held responsible for mastering their difficulties individually or asking for help.

4. Setting-up of standards.

What are you going to be careful about as you read?

The first child in each row who finishes may write the names of the children in his row in the order in which they finish.

5. Recall of motive.

This step is not necessary here as the motive question is still fresh in the children's mind.

6. Passing out material.

This step can be omitted as children in these grades should have sufficient control to refrain from handling the book on the desk.

B. Silent reading.

The children now open their books and find the story, "The Jack-o'-Lantern" in the Table of Contents and begin reading silently. The teacher gives individual help when needed, checks reading habits, and attends to the needs of the groups that may be working in various parts of the room during their study period.

C. Check-up.

For what purpose was the jack-o'-lantern used? Why were the Indians frightened? When did this story take place? What had the children been doing all day? Would you rather have lived in the "Old Colonial Days" or now? Why?

What were the children doing that evening? As they finished the jack-o'-lantern what happened? What

kind of boys were Obed and Amos? Read the part that proves that the adjective you used is correct.

Did you have to look up any words in the word lists? What were the words? What parts in this story are good for oral reading? How shall we read these? What is the most exciting part? The most interesting part? (Have the children who finished first read the names of the children in the order in which they finished reading. Commend improvement in rate of reading. Show the children why they did not finish earlier.)

D. Follow-up work.

What would you like to do with this story? During the next study period you may form in groups and plan how to dramatize the story, then practice it.

Another possible check-up and follow-up of this material:

C. Check-up.

For what purpose was the jack-o'-lantern used? Would this be a good story to tell at our Thanksgiving party? What will help us tell it?

What did the first part of the story tell us about? Tell this in a short sentence. (Have a number of children do this. Have the children choose the best sentence. Write it on the board.) What part of the story would you call this? (Introduction.) What details would you want to bring out in telling this introduction?

Show in your books where the next part of the story ends. What is the main thought in this part? Tell that in a sentence. (Treat as before.) Describe the making of the jack-o'-lantern. Sarah, choose the characters to read the different parts.

What is the last part of the story? (Let this be told in a sentence and after a number have been given, write the one chosen as the best on the board.) What kind of boy was Obed? Amos? Prove your adjective was correct.

Look over the story and see if there are any good words you wish to use in telling the story.

D. Follow-up work.

Have the children form in groups and practice the telling of the story, making use of the organization on the board. Recall points to keep in mind in telling a story as:

1. An interesting beginning and an interesting ending sentence.
2. The use of variety in beginning sentences.
3. Good sentence structure.
4. Choice of words.

LESSON PLAN

*Rock-a-by, Hush-a-by, Little Papoose*¹

(By Charles Myall)

Rock-a-by, hush-a-by, little papoose,
The stars come into the sky,
The whip-po'-will's crying, the daylight is dying,
The river runs murmuring by.

The pine trees are slumbering, little papoose,
The squirrel has gone to his nest,
The robins are sleeping, the mother bird's keeping
The little ones warm with her breast.

The roebuck is dreaming, my little papoose,
His mate lies asleep at his side,
The breezes are pining, the moonbeams are shining
All over the prairie wide.

Then, hush-a-by, rock-a-by, little papoose,
You sail on the river of dreams;
Dear Manitou loves you and watches above you
Till time when the morning light gleams.

¹ From *Studies in Reading, Fourth Grade*, published by the University Publishing Company and used by their special permission.

A. Preparation.**1. Introduction.**

You have been studying about Indians. What is the Indian baby called? What is one of the strangest customs in caring for the papoose? Have you ever thought about what the Indian mother would sing as she rocks her baby to sleep? Would you like to know?

2. Motive.

Let us read the poem "Rock-a-by, Hush-a-by, Little Papoose" and find out.

B. Silent reading.

The children find the story in the Table of Contents and read silently to find the answer to the motive question.

C. Check-up.

What did the Indian mother sing about? Why did she sing about these things?

What does the first stanza tell about? (Twilight has come.) Read the reasons that make *you* think so. Why would the papoose hear a whip-po'-will? What word has a sleepy sound?

What does the second and third stanzas tell about? (All the little things have gone to sleep.) Read the reasons the Indian mother gives for the papoose going to sleep. Are there any especially good words used in these stanzas?

What does the last stanza tell? (The baby will be safe.) Why does the Indian mother say the baby will be safe? What does it mean to sail on the river of dreams? Who is Manitou? Read what Manitou will do. Why do you think the papoose should sleep well during the night?

Close your eyes and try to see the different pictures as I read the poem. (Teacher reads the poem.) How does the poem make you feel? Why? What part of the poem do you like best? What kind of voice did the Indian mother use? Read the part you like best.

(Have a number of children read.) Who would like to read the whole poem?

D. Follow-up work.

If further use is to be made of the poem, the children can practice reading it in small groups during a study period.

LESSON PLAN

*The Fox and the Cock*¹

Once there was a barnyard close to a wood, in a little valley. Here dwelt a cock, Chanticleer by name. His comb was redder than coral, his feathers were like burnished gold, and his voice was wonderful to hear. Before dawn each morning his crowing sounded over the valley, and his seven wives listened in admiration.

One night as he sat on the perch by the side of Dame Partlet, his most loved mate, he began to make a curious noise in his throat.

"What is it, my dear?" said Dame Partlet. "You sound frightened."

"Oh!" said Chanticleer, "I had the most horrible dream. I thought that as I roamed down by the wood a beast like a dog sprang out and seized me. His color was red, his nose was small, and his eyes were like coals of fire. Ugh! It was fearful!"

"Tut, tut! are you a coward to be frightened by a dream? You've been eating more than was good for you. I wish my husband to be wise and brave!" Dame Partlet clucked, as she smoothed her feathers, and slowly closed her scarlet eyes.

"Of course you are right, my love, yet I have heard of many dreams which came true. I am sure I shall meet with some misfortune, but we will not talk of it now. I am quite happy to be here by your side. You are very beautiful, my dear!"

Dame Partlet unclosed one eye slowly and made a pleased sound, deep in her throat.

¹ From *Stories for Children and How to Tell them*. Courtesy of J. Berg Esenwein.

The next morning, Chanticleer flew down from the perch and called his hens about him for their breakfast. He walked about boldly, calling, "Chuck! chuck!" at each grain of corn which he found. He felt very proud as they all looked at him so admiringly. He strutted about in the sunlight, flapping his wings to show off his feathers. His dream was forgotten.

Now all this time, Reynard, the fox, was lying hidden in the bushes on the edge of the wood bordering the barnyard. Chanticleer walked nearer and nearer his hiding place. Suddenly he saw a butterfly in the grass, and as he stooped toward it, he spied the fox.

"Cok! cok!" he cried in terror, and turned to flee.

"Dear friend, why do you go?" said Reynard in his gentlest voice. "I only crept down here to hear you sing. Your voice is like an angel's. Do you remember your father's singing? I can see him now as he stood on tiptoe, stretching out his long slender neck, sending out his glorious voice. He always flapped his wings and closed his eyes before he sang. Won't you sing just once and let me hear you? I am so anxious to know if you really sing better than your father."

Chanticleer was so pleased with this flattery that he flapped his wings, stood up on tiptoe, shut his eyes, and crowed as loudly as he could.

No sooner had he begun than Reynard sprang forward, caught him by the throat, threw him over his shoulder, and made off toward his den in the woods.

The hens made a loud outcry when they saw Chanticleer being carried off, so that the people in the cottage near by heard and ran out after the fox. The dog heard and ran yelping after him. The cow ran, the calf ran, the pigs began to squeal and run too. The ducks and geese quacked in terror and flew up into the tree tops. Never was there heard such an uproar. Reynard began to feel a bit frightened himself.

"How swiftly you do run!" said Chanticleer from his back. "If I were you I should have some sport out of those slow coaches who are trying to catch you. Call out to them and say, 'Why do you creep along like snails? Look!

I am far ahead of you and shall soon be feasting on this cock in spite of all of you!"

Reynard was pleased at this and opened his mouth to call to his pursuers; but as soon as he did so, the cock flew away from him and perched up in a tree.

The fox saw he had lost his prey and began his old tricks again. "I was only proving to you how important you are in the barnyard. I did not mean to frighten you. Come down and we will go along to my home. I have something interesting to show you."

"No, no," said Chanticleer. "You do not catch me again. A man who shuts his eyes when he ought to be looking deserves to lose his sight entirely."

By this time, Chanticleer's friends were drawing near, so Reynard turned to flee. "The man who talks when he should be silent deserves to lose what he has gained," he said as he sped away through the wood.

A. Preparation.

1. Introduction.

What did we decide yesterday that we needed to practice? (Dramatizing.)

2. Motive.

I found a story, the "Fox and the Cock," which I would like to have you read and see if it would be a good story to dramatize.

B. Silent reading.

The children find the story in the Table of Contents and read silently.

C. Check-up.

What did you decide about this story? Why? What will we need to do in order to play this story? What characters will we need? What places? What properties? How many scenes will we need?

Where will the first scene take place? What characters will be in this scene? (Let a number of children read the conversations of different characters and the part taken by the book.)

Where will the next scene take place? What characters will be needed in this scene?

What lessons did the cock learn? The fox? Read the lessons. What means did the fox use to catch the cock? What means did the cock use to escape from the fox? (Have a number of children read the conversations of the characters and the part taken by the book.)

D. Follow-up work.

The children practice the dramatization of this story in small groups in a study period or in another recitation period.

LESSON PLAN

*A Newspaper Story: Verdun Belle*¹

WAR DOG FAITHFUL TO MARINE

*Verdun Belle, Refugee Setter, Loses American Master
on the March, to Find Him Again in Hospital.*

"This," says the *Stars and Stripes*, the daily newspaper published in France by the American Expeditionary Force, "is the story of Verdun Belle, a trench dog who adopted a young leatherneck, of how she followed him to the edge of the battle around Chateau Thierry, and was waiting for him when they carried him out. It is a true story.

"Belle is a setter dog," the *Stars and Stripes* goes on, "shabby white, with great splotches of chocolate brown in her coat. Her ears are brown and silken. Her ancestry is dubious. She is undersize and would not stand a chance among the haughtier breeds they show in splendor at Madison Square Garden back home. But the marines think there never was a dog like her."

The story tells how Belle bobbed up out of nowhere in a sector near Verdun, singled out a young private of marines and attached herself to him. "Belle was as used to war as

¹ From *Fifth Reader*, Edited by Emma Miller Bolenius. Houghton Mifflin Company, publishers.

the most weather-beaten poilu. The tremble of the ground did not disturb her and the whining whirr of the shells overhead only made her twitch and wrinkle her nose in her sleep. She was trenchbroken. You could have put a plate of savory pork chops on the parapet and nothing would have induced her to go after them."

She actually learned to race for the spot where an improvised gas mask contrived by her master could be put over her nose whenever the signal warning of a gas attack was sounded.

Belle's Puppies

Before long Belle became the mother of seven brown and white puppies. They had hardly opened their eyes before the marines' regiment got orders to "hike" for another sector. Some might have thought the dog and her pups would be left behind, but this never occurred to her master. He commandeered a market basket somewhere, put the pups into it and let Verdun Belle trot behind.

In spite of the fact that the amount of equipment which each marine carries on the march is supposed to be all that a man can possibly carry, this marine somehow found strength to carry the extra weight of the basket. Forty miles he carried his burden along the parched French highway. But then came an order to march even farther and reluctantly the marine was forced to give up the basket. Mournfully he killed four of the puppies, but the other three he slipped into his shirt front.

"Then he trudged on his way, carrying these three, pouched in forest green, as a kangaroo carries its young, while the mother dog trotted trustingly behind."

Belle is Lost

Another of the pups died on the long march, and somewhere in the tremendous procession of marching men and the endless lines of trucks and wagons Belle herself got lost. The marine was at his wits' end to keep the two puppies alive. Finally he hailed the crew of an ambulance passing back from the front, turned the pups over to them, and

disappeared with his comrades. The ambulance men were unable to induce the pups to eat canned beef and they had no fresh milk. They chased a couple of cows vainly.

"Next morning the problem was still unsolved. But it was solved that evening. For a fresh contingent of marines trooped by the farm and in their wake — tired, anxious, but undiscouraged — was Verdun Belle. Ten kilometers back, two days before, she had lost her master, and until she should find him again she evidently had thought that any marine was better than none.

"The troops did not halt at the farm, but Belle did. At the gates she stopped dead in her tracks, drew in her lolling tongue, sniffed inquiringly the evening air and like a flash — a white streak along the drive — she raced to the distant tree where, on a pile of discarded dressings in the shade, the pups were sleeping.

"All the corps men stopped work and marveled. It was such a family reunion as warms the heart. For the worried mess sergeant it was a great relief. For the pups it was a mess call, clear and unmistakable."

Belle Finds Her Master

So with only one worry left in her mind Verdun Belle settled down with her puppies at this field hospital. In a day or two the wounded began coming in, a steady stream. Always a mistress of the art of keeping out from under foot, very quietly Belle hung around and investigated each ambulance that turned in from the main road and backed up with its load of pain.

"Then one evening they lifted out a young marine, listless in the half stupor of shell shock. To the busy workers he was just case number such and such, but there was no need to tell any one who saw the wild jubilation of the dog that Verdun Belle had found her own.

"The first consciousness he had of his new surroundings was the feel of her rough pink tongue licking the dust from his face. And those who passed that way last Sunday found two cots shoved together in the kindly shade of a spreading tree. On one the mother dog lay contented with her pup-

pies. Fast asleep on the other, his arm thrown out so that one grimy hand could clutch one silken ear, lay the young marine."

It perplexed some of the hospital workers to know what could be done when the time came to send the marine on to the base hospital. "But they knew in their hearts they could safely leave the answer to some one else. They could leave it to Verdun Belle."

A. Preparation.

1. Introduction.

What quality do you most admire in a dog? Open your book and find the story "Verdun Belle." Read the headline in italic type. What quality about this dog do you judge most impressed the reporter? Read the part below the headline which in the newspaper is called a lead. What does it make you want to find out about the story? Look through the story and find the parts in italic type. These are called sub-titles. What more have you found out about the story?

2. Motive.

What are you most interested in finding out about this story? (In what way she was faithful to her master. How she found her master. Others might be given.) After you have finished reading the story, what can you do while waiting for the others to finish? (Think how to state the answer to the question. Name the pictures or main divisions of the story. Select the best part of the story to read aloud. Notice the good words used in the story.)

B. Silent reading.

C. Check-up.

(Have the individual motive questions set up by the children answered.) Describe the appearance of Belle. Prove that she was used to war. Why did she single

out this marine for her master? Prove that the marine loved Verdun Belle.

How did it happen that Belle was lost? How did she find her puppies? What was her one worry after she found her puppies?

How did she find her master? What do you think happened when the marine was moved to the base hospital?

Name the pictures or main divisions of the story. (Have a number of children do this.) Read the part you selected for oral reading. (Have a number do this.) What war terms were used in this story?

D. Follow-up work.

This would depend upon the need of the class.

LESSON PLAN

READING LESSON — USING GEOGRAPHICAL MATERIAL

*Why Switzerland is the Favorite Country in Europe for Tourists*¹

Switzerland, in the center of Europe, is often called the playground of that continent and America because so many tourists go there to enjoy the scenery and climate. In the lofty Alps is some of the grandest scenery in the world. The mountains, rising in the path of the west winds, cause a very heavy rainfall, much of which turns to snow and ice. The many snow-covered peaks, being so white and high, look like distant clouds. The great quantities of snow have formed glaciers, which move slowly down the valleys like rivers of ice. Below the snow line the ice melts, and streams and lakes are numerous. The lower slopes are fertile, and in spring and summer the grass-covered valleys are brilliant with flowers.

The high altitude gives Switzerland a cool climate, and tourists enjoy especially the outdoor life. The dry, bracing

¹ McMurry and Parkins, in *Elementary Geography*. Used by permission of the Macmillan Company, publishers.

air is also helpful, so that many go there to regain their health. One of the chief pleasures is mountain-climbing, which is sometimes dangerous as well as exciting. Many persons spend their winter vacations there in order to take part in such sports as skating, skiing, and tobogganing.

The Ascent of Mont Blanc

Only the most sturdy people can climb the higher mountains, for it is a difficult and dangerous task. Mont Blanc, the highest peak in the Alps, is often chosen for this sport. What is its height? Though its summit is just across the border in France, its lower slopes are in Switzerland and the climb is started in that country. Strangers wishing to climb it dare not go alone; they must employ guides, to show them the way and help them over the worst places.

The round trip usually takes two nights and three days; and as there is no place to obtain food, it is necessary to carry it. Overcoats and blankets are also needed; for even though the journey be made in the hottest summer weather, it is bitterly cold upon the mountain top.

Suppose that we are making such a journey. We start early in the morning, so as to have a long day. Each of us carries a few light articles, but the guides and porters take most, for they are strong and used to climbing. At first we walk along a pleasant path in a beautiful wood; now and then a house is passed, and perhaps a green field, but soon there are no more houses or tilled fields, and we meet no people. The trees become smaller and smaller, until the line is reached above which it is so cold that no trees can grow. This is called the tree line or timber line.

From this point on, no plants larger than bushes are seen, and after a while even these disappear. Meanwhile the soil and grass have become more scarce, while here and there banks of snow are found in the shady hollows. Soon we have climbed to the snow line. This is the line above which snow is found all the year round. Now, no matter in what direction we look, rocks and snow are everywhere to be seen, and the snow is often twenty or more feet in depth.

What a wonderful view is before us! It repays us for all the hard work. We look down upon the woods through which we have just passed, and over them to the deep valleys, with the green fields, pretty houses, and villages far below us. Beyond are seen other steep mountains on the opposite side of the valley.

A guide takes his place in front of us, and often tells us to stop while he goes ahead to examine the way. It may be that the snow has bridged over and hidden a deep and narrow chasm, and if we were to step upon this snow bridge, we might break through and fall a hundred feet or more. Sometimes the guides lift us over a dangerous place; and when it is steep or slippery, they fasten all the members of the party together with ropes, so that if one starts to fall, the others may hold him.

As we advance higher and higher, it is often necessary to take a narrow path on the steep side of the mountain. On the right we can look hundreds of feet almost straight downward; on the left are huge stones and masses of snow almost directly overhead.

The snow sometimes slips, forming snowslides, or avalanches, which are very dangerous. They come tearing down the sides of the mountains with a terrible roar, at times burying whole villages beneath them. You have seen the same thing, on a much smaller scale, when snow has slid from the roofs of houses on warm winter days.

After one night spent in a little house about halfway up the mountain side, and after much hard work on the next day, we reach the summit. Here, in spite of our heavy wraps, we are all shivering, for it is freezing cold upon high mountain tops and there are often fierce winds which seem to go through even the thickest clothing.

On this barren mountain top there are no birds, no trees, no grass — nothing but snow and rock. But if it is a clear day and there are no clouds clinging to the mountain sides below us, we may be able to look down into the beautiful green valleys only a few miles away. There the birds are singing, flowers are blooming, and men working in the fields are complaining of the heat.

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Importance of the Tourist Industry to Switzerland

Before the World War more than 3,000,000 persons visited Switzerland each year. Probably on the average each spent not less than \$50 on hotel bills, railroad fares, and amusements while in the country. You can estimate, therefore, the amount of money their visits brought to Switzerland.

It is known that considerably over one third of this sum was spent on hotel bills alone. No wonder that the accommodation of tourists ranks as a great industry there! There are over 9000 Swiss hotels, many of them in the mountains where the scenery is the grandest. The number of people employed is second only to the number employed in the largest Swiss industry, the manufacture of machinery and instruments.

Attractions of Lucerne

Among the many beautiful Swiss towns Lucerne, on the lake of the same name, is one of those most often visited. Locate it on Fig. 201. Near by are two famous mountains, Rigi and Pilatus. From their summits one obtains magnificent views of the lake, over 4000 feet below, bordered by green meadows and numerous villages. In several directions, as far as the eye can reach, are the snow-covered crests of lofty mountains shining in the sunlight or lost in the clouds.

Chief Industries in the Cities

Another beautiful city is Geneva, on a large lake of that name in the midst of the Alps. It is especially noted for its fine watches. In northern Switzerland is Zurich, the largest city, on Lake Zurich, and Basel, at the point where the Rhine enters Germany. All three of these cities have good water or railroad connections, and are manufacturing centers, producing textiles, jewelry, scientific instruments, and dairy products. Perhaps you have seen a Swiss watch or carved cuckoo clock. The next time you buy milk chocolate see if it bears a Swiss brand.

Leading Kinds of Farming

The best farmlands of Switzerland are on the plateau lying between the Jura Mountains on the north and the Alps on the south. In the valleys of that region cereals, vegetables, and fruits are raised. The mountain slopes afford excellent pasturage, and dairying is far more important than other kinds of farming. In the early spring the cattle, sheep, and goats are driven up the slopes of the valleys as the snow and ice melt and new grazing lands are exposed. Such a pasture is called an alp, and from it the chief mountains have received their name. The herders remain far up in the mountains all summer, living in log huts, watching the flocks and making cheese from the milk. In the fall the herds are driven back to the valleys to be stall-fed during the winter. What pleasures and hardships do you see in the life of a herder in this mountainous country?

A. Preparation.**1. Introduction.**

Have you ever heard of any part of our country being called the "Playground of America"? Where is it?

2. Motive.

There is a country in Europe (Switzerland) which is called the playground of both Europe and America. Why is it called this?

3. Setting-up of standards.

What features of the book will be of help to you in answering this question? (Chapter headings, marginal headings, pictures.)

How will marginal headings be of help to you?

B. Silent reading.**C. Check-up.**

What main reasons have you found for Switzerland's being called the playground of both Europe and America? Why are the scenic effects in Switzerland so beautiful?

What sports can be indulged in? Which one would

you most enjoy? Why is mountain climbing so attractive? What preparations are necessary for climbing Mont Blanc? Describe the trip up the mountain. What are the dangerous features? What kind of guide would you want?

What are some of the places often visited? What are some of the cities most often visited? Why? Prove that "in the Alps is the grandest scenery in the world," is correct. What hardships do the people of Switzerland have to endure? What occupations do people engage in? Why?

D. Follow-up work.

The follow-up work should be done in the Geography period when an organization should be made of the main answers to the question, "Why is Switzerland called the Playground of both Europe and America?"

THE USE OF BOOKS ON THE HOME READING LIST

The children should be encouraged to read many books at home. They should also read from a variety of authors instead of spending their time on popular series of books. The Home Reading list is to suggest books along many lines and from many authors. The manner in which the list is presented will determine to a large extent the children's desire to read these books. The list should not be presented as a task to be performed, but should be given as a list of books that other children have enjoyed reading.

The use of small groups offers increased opportunities for meeting individual interests and tastes. Reports on home reading can be given in groups. Library books furnish excellent material for this work.

Suggestions for the use of library books by small groups have been given on page 127.

Occasionally a recitation period can to advantage be devoted to individual reports on books read at home. These reports should not be of a formal nature but should give an opportunity for the teacher to stimulate the children to do much outside reading, to guide them in the choice of books, and to help them understand what one should get from a book.

The teacher in the upper grades will find some children who have acquired such efficient habits of reading that they no longer need the training that must be given to the major portion of the group. These children should be excused from the reading recitation period and allowed to read additional library books or reference material. Instead of doing individual reading, they might form in a small group and read a library book.

THE USE OF REFERENCE MATERIAL

Newspapers. Training in efficient reading of a newspaper should be given in the upper grades. Children should early form the habit of reading a good newspaper which is one of the most effective means of molding public opinion. The use of such papers as *Current Events* and the *Pathfinder* furnish an excellent introduction to this type of reading.

Children should be encouraged to bring in good

newspapers and class periods should be devoted to the proper reading of these. Children should be taught to scan the headlines, and leads, and the subtitles in order to select material which is worth while and interesting. It is not necessary or advisable to read all articles or the whole of any one article. This is excellent training in judgment and requires reading in the skip and skim method. The children should know where to look for the most important items in the paper and where to find editorials. Newspapers furnish needed information concerning historical and geographical problems which the children are working out.

Texts and reference books on other subjects. Textbooks in all subjects, reference books, and magazines furnish excellent material for reading lessons. Greater selectiveness is necessary in the use of this material than that of the literary type. The material in these books is primarily of an informational type, so should be read silently with a definite question in mind. The check-up of such reading would depend upon the purpose for which one is reading. Much training in this type of reading must be given in order that the habits developed in literary material should be carried over to the informational and factual type of material which is most frequently dealt with in life.

The class period in reading should often be spent in doing the reading necessary to solve a problem in another subject. Every period in which the child

makes use of a book should be regarded as a reading period.

THE USE OF BULLETIN BOARDS

In the middle and upper grades greater responsibility should be borne by the children for the selection of the material and the placing of it on the bulletin board. Groups of children may be held responsible for the bringing in of material, or committees can be appointed to pass upon material brought in by the whole group.

To stimulate the desire and love for reading, the following types of material might be used:

Geographical material about places studied.

Historical material.

Items of current news.

Nature study items.

Plans and records of activities.

The best work of the children done in various subjects.

Pictures for appreciation and original story telling.

The use of moving pictures and slides. Visual education is being used more and more as a means of enlarging experiences and clarifying ideas. The seeing of pictures stimulates the child to want to read more about the representations shown. This he can satisfy by reading the descriptions accompanying the pictures and finding added information in reference books.

TRAINING IN THE EFFECTIVE USE OF A BOOK

1. Table of Contents.

Beginning in the IA Grade the children have been taught to make use of the Table of Contents in finding the selections to be read. The habit should be fairly well established by this time. In order to avoid unnecessary waste of time, it is often best for the teacher to call attention to the classification of the Table of Contents and sometimes it is even advisable to tell them under what heading the story will be found.

Attention should be called to the fact that in finding a selection they should glance at the first part of the titles in the Table of Contents to see if they correspond to the first part of that for which they are looking. It is not necessary or advisable to read every title in its entirety.

2. Word List and Glossary.

The child in these grades should be held more responsible for the independent mastery of his word difficulties. This requires a greater and more effective use of the Word List or Glossary. To develop this ability, more attention should be given to the order of letters in the alphabet. In looking up the words not only the first letter of the word has to be observed, but even the second and third, in order to know where to find the words quickly in the word lists. Real need for such work will arise daily in the reading and geography periods.

Continued attention should be given to the sounds of consonants and the long and short sounds of the vowels with their appropriate diacritical marks in order for the child to be able to interpret the re-spelling of the words in the Glossary. The child should make use of the key to sounds of marked vowels to interpret all other diacritical marks.

The child should be held more responsible for accenting the proper syllable of words although the teacher

should continue to help him. More attention should be called to the syllabication of words than in the previous grade.

3. Chapter headings.

Children should be made conscious of the function of chapter headings. Organization questions used in all the grades have laid the foundation for the understanding of the use of chapter headings.

4. Marginal headings.

The children's attention should be called to the function of the marginal headings. The children should form the habit of relying upon these, as marginal headings are most helpful in the use of geographies, encyclopædias, and all reference books.

TRAINING IN THE EFFECTIVE USE OF A DICTIONARY

1. The Small Dictionary.

Through the use of the word list, the child has become familiar with the alphabetical arrangement of words, the use of diacritical marks, syllabication, and accent. This has given valuable training which can be utilized in dictionary work. The following additional features must be developed:

a. The use of running titles.

Emphasize the use of running titles for securing speed in looking up words. The children should know that the word above the first column is the first word in the page; the word above the second column is the last word on that page. Children should form the habit of relying upon these running titles.

b. Preferred pronunciation.

In the glossaries only one pronunciation has been given, in the dictionaries two are sometimes given. The child should be taught that the first pronunciation given is the one preferred.

c. Meaning of words.

Up to this time no selection of the appropriate meaning of a word has been necessary as only one meaning, as a rule, has been given in the glossaries. In dictionary work, the child has to consider the different meanings given and decide by a study of the context which one is the "meaning that fits."

d. The singular form.

Children should be taught to look for the singular form of nouns.

e. The key to pronunciation.

In the glossaries the key to pronunciation has preceded the word lists; the child's attention must be called to the different placing of this key in the dictionary. It is found at the bottom of each page.

2. The Large Dictionary.

Encourage the pupils to use the large dictionary for information not contained in their desk copy. Pictures, diagrams, geographical and biographical names found in the Unabridged Dictionary are especially helpful. The children should be taught where and how to find these. Attention should be called to the fact that probably all the words the child needs to look up will be found above the black, horizontal line that divides the page. Only unusual and obsolete words are found below the line. The child should be taught to look below the line on the same page when unable to find the word above the line.

The child should continue to use the small dictionary for the meanings of words, as the unabridged edition has so many definitions that confusion is likely to result.

TRAINING IN THE EFFECTIVE USE OF AN ENCYCLOPÆDIA

The training already given in the use of the table

of contents, chapter headings, marginal headings, glossary, and running titles should make for efficiency in the use of an encyclopædia. The child's attention should be called to the alphabetical arrangement of the volumes.

TRAINING IN THE EFFECTIVE USE OF A CARD CATALOGUE

There are three kinds of cards in the card catalogue, one giving the author, one giving the title, and another giving the subject. All of these cards are arranged in alphabetical order in the dictionary catalogue. The files are also arranged in alphabetical order.

To secure a book from the library, the child must look up the book according to the author, title, or subject, and copy the whole number found in the upper left hand corner of the card.

ACTIVITIES NECESSITATING MUCH READING

Christmas in Many Lands

Situation. When Christmas filled the air a fourth-grade class became interested in telling each other how Christmas is celebrated in their homes. This led to finding the different ways in which Christmas is observed in America. Much reading was required to get this information. A language period was spent in working out an organization of the material brought in by the children. After much discussion the follow-

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ing main points were selected to guide them in their oral and written work.

The decoration of the home.

The giving of presents.

Fostering the real spirit of Christmas.

As world geography had been developed through the study of child life in various countries, the language topic, "How Christmas is celebrated in America," naturally led to the study of how Christmas is celebrated in other lands.

The carrying-out of the activity. During the search for material in regard to the celebration of Christmas in our country, the children had come across many references to the Christmas festival in other lands. The class discussed which countries it would be most interesting to find additional information about. They selected Norway and Sweden, Holland, Russia, and France. The children chose the country whose customs they would like to find out about and present to the class. The children choosing the same countries formed a group.

Each group searched the readers and all reference books for material in relation to the Christmas festival of the country they had chosen. The teacher contributed additional books, magazines, and newspaper articles. Each child was helped to organize and present to his group the material he had found by the standards and outline developed during the study of American customs.

After all material had been collected and given to the group the problem arose as to the most interesting way to present the customs of their country to the class.

Norway and Sweden. The group taking Norway and Sweden decided to represent on the sand table the Christmas customs of these people. A typical Norway village nestled among evergreen trees. The houses were made to scale and on the roof of each was a bunch of wheat for the birds' Christmas. Within the houses could be seen a fire blazing on the open hearth lighting up the Christmas tree. Candles were burning in all the windows. Over all the village and the forest in the background lay a mantle of white snow.

On the closing afternoon one child described the things seen on the sand table, another told "The Legend of the Christmas Tree." The custom of going into the woods to get the Christmas trees and to bring fresh fir leaves to strew on the floors was described. Another member of the group told about the custom of singing Christmas Carols the first thing in the morning. This group ended their part of the program with the singing of one of the carols.

Holland. The group studying Holland decided to dramatize the celebration of Christmas among the Dutch children. In Act I the children are cleaning their shoes and talking about the gifts they want Saint Nicholas to bring them. Then they fill the shoes with

hay and a carrot for the Saint's horse and place them by the chimney. As they do this they sing a song to Saint Nicholas asking him to fill their shoes with something nice.

The second act shows Saint Nicholas and his black servant placing their presents in the good children's shoes, and whipping rods in the shoes of the bad children.

The third scene shows the children on St. Nicholas Day finding the presents in their shoes and hunting for the other gifts that have been hidden in various places.

France. The group choosing France decided to tell and read about the French customs. A child in a French costume told the story of Picciola.

Russia. The Russian conception of the spirit of Christmas was shown by the dramatization of the story of Baboushka.

Reading opportunities utilized:

Much practice in silent and oral reading from the following books:

Elson's *Primary School Reader*, Book Four

"The Christmas Fairy and Scrooge."

Elson Readers, Book Five

"A Visit from Saint Nicholas."

The Lincoln Readers, Fourth Reader

"Baboushka."

The Lincoln Readers, Third Reader

"The Birds' Christmas."

"Christmas Among the Esquimos."

Bolenius Fourth Reader

"Why Christmas Trees are Evergreen."

"How Uncle Sam Observes Christmas in our Holidays,"

Retold from *Saint Nicholas*.

Dickinson, *Child's Book of Christmas Stories* (Doubleday, N.Y.)

Perdue, *Child Life in Other Lands*.

Faulkner, *Christmas Stories*.

Bailey, *For the Children's Hour*.

Schauffler, *Christmas*.

Carpenter, *Around the World with the Children*.

McDonald, *Colette in France*.

Outcomes in habits and appreciations:

1. Selection and organization of material while reading.
2. Increase in speed.
3. Use of reference books.
4. Need of good enunciation and pronunciation felt.
5. Increased love for reading.

Language opportunities utilized:

1. Selection and organization of material.
2. Oral reports.
3. Preparation for dramatizations.
4. Dramatizations.
5. Reproductions of stories.
6. Memorizing poems.
7. Description of sand table representations.
8. Description of customs.

Outcomes in habits:

1. Selection and organization of main points to present to the group and the class.
2. Increased ability to present material in sequence and in an interesting manner.
3. Better sentence structure gained through:
 - Beginning sentences in a variety of ways.
 - Combining short related sentences in one sentence through the use of such words as *who*, *which*, *that*.

4. Increased ability to portray some character in a dramatization.
5. Practice in using *hadn't any* rather than *hadn't got no, these* instead of *them*.

Music opportunities utilized:

The singing of Christmas Carols.
The song to Saint Nicholas.

The development of desirable social habits and attitudes:

1. Ability to work together in groups.
2. Growth in responsibility.
3. Initiative in planning and carrying out the group's part of the activity.
4. Courtesy and consideration of others.
5. Right conception of the spirit of Christmas.
6. Appreciation of American customs.

A GEOGRAPHY ACTIVITY

Why is Switzerland called the Playground of Europe and the Work Shop of the Swiss?

Situation. The children were studying Europe and one child came across the statement that Switzerland is called the playground of Europe and the work shop of the Swiss. As the class had worked out the problem, "Why is California called the playground of the United States?" the statement interested them. When it was time to take up the study of Switzerland the teacher recalled the statement and the above problem became the basis for the study of Switzerland.

Carrying out the activity. The material in the geography text was taken as a reading lesson. (See Lesson Plan, page 264.)

In the geography period the problem, "Why is Switzerland called the Playground of Europe and the Work Shop of the Swiss?" was written on the board. The teacher asked the children what they learned in the reading lesson in the morning that would help answer this problem. The following organization resulted:

I. Why is Switzerland called the playground of Europe?

1. The wonderful scenery attracts many tourists.
2. Many people go there to enjoy the sports.
3. Many people go in search of health.
4. Tourists are cared for comfortably and reasonably at the many hotels.
5. The life of the Swiss people is interesting.

II. Why is Switzerland called the work shop of the Swiss?

1. It is necessary for all the people to work.
2. Many industries are carried on in the homes.
3. Many people are employed in caring for the tourists.
4. Manufacturing centers give employment to many.

Each of the main answers to these questions became a problem question which called for much additional reading. Other geography texts and reference books and supplementary readers were consulted by the class as a whole, by small groups, or by individuals.

In answering the sub-problem, "What is the scenery that attracts tourists and what causes this beautiful scenery?" the location of Switzerland, its surface

features, climate, cities, the picturesque homes and customs of the people were taken up, not as isolated topics, but in their vital relationship to the main question.

In answering all of the main sub-problems under "Why is Switzerland called the playground of Europe?" other relationships were seen between climate, location, surface features, products, and industries.

In dealing with the second part of the problem, "Why is Switzerland called the work shop of the Swiss?" surface features, location, climate, were all seen as causes for the various occupations and the character of the Swiss people. The important cities, rivers, lakes, and their location which had already been taken up in answering the problem, "Why is Switzerland called the playground of Europe?" were again taken up in relation to the industries of the people.

When the study was nearly completed the children wished to invite their parents in for "An Afternoon in Switzerland." This necessitated a report of the work already taken up. Groups became responsible for certain portions of the entertainment. Some worked on sand table representations of different phases of the life of the people, and the sports. Others mounted the pictures of Switzerland that had been collected. One child drew a picture of the Castle of Chillon. On one table the children gathered many articles from Switzerland, such as hand-made lace, watches, silks,

carved wood and ivory, toys, sweet chocolate, condensed milk, and cheese.

The story of William Tell and stories about mountain climbing and the St. Bernard dogs were told on the last afternoon. At the close of the program the children sang the National Song of Switzerland.

Reading opportunities utilized :

1. Many reading periods were spent on the reading of geographical material relating to the problem.
2. Reports of articles read at home or in the between-recitation period were given.
3. Sometimes a period was spent in reading interesting items found by individuals or by groups.
4. Much supplementary reading had to be done in answering the sub-problems.
5. When the children came to make sand table representations, additional reading was found necessary.
6. Stories and poems in relation to the history of Switzerland were read.
7. The search for stories of mountain climbing called for much magazine reading.

Books read by the children in relation to this activity:

Allen, *Europe*, pp. 239 to 243.

Brigham and McFarlane, *Essentials of Geography, Book One*, pp. 201 to 203.

Carpenter, *Around the World with the Children*, pp. 104 to 111.

Carpenter, *New Europe*, pp. 251 to 271.

Finnemore, *Switzerland*.

George, *Little Journey to France and Switzerland*, pp. 3 to 103.

McMurry and Parkins, *Elementary Geography*, pp. 219 to 223.

Smith, *Human Geography, Book One*, pp. 246 to 254.

Smith, *Human Geography, Book Two*, pp. 251 to 255.

Language opportunities utilized:

Oral language training was given in:

1. The making of organizations.
2. Discussing the various answers given.
3. Giving individual reports.
4. Describing the sand tables, pictures, and objects made in Switzerland.
5. Preparing to tell the stories found about adventure and Saint Bernard dogs.
6. Deciding what would be most interesting to tell the visitors, and preparing these points.
7. Formulating letters of inquiry and requests for material to be sent to business firms and friends.
8. Formulating the invitation to be sent to the guests.

Written language training was given in writing:

1. Organizations.
2. Special reports.
3. Business letters.
4. Friendly letters.
5. Invitations.
6. Original stories, based on pictures of mountain climbing, Alpine sports, and Saint Bernard dogs.

Spelling opportunities utilized:

Words necessary for:

1. Organizations.
2. Reports.
3. Letters.
4. Invitations.
5. Original stories.
6. Labels for sand tables and exhibits.

Writing opportunities utilized:

The difficult words and phrases necessary for the written language work were taken up and practiced in the writing periods.

Handwork and art opportunities utilized:

1. The arrangement of pictures.

2. The making and the arranging of articles and the sand tables.
3. The making of posters.
4. The drawing of the Castle of Chillon and Chalets.
5. Making of costumes for the folk dance.

Music opportunities utilized :

1. Singing the national song.
2. Learning the folk dances.
3. Listening to records of Swiss music.

DRAMATIZATION OF THE LIFE OF ROBERT FULTON

Situation. The children had been answering the problem in history, "Why was the steamboat such an important factor in the development of our country?" They were held responsible for finding the most important answers to this question given in their history text and reference books. This called for much reading and evaluating of material found. The following points were finally selected and arranged as the most significant answers to the question:

- I. The steamboat made transportation by water easy, safe, and profitable.
- II. It made possible the transportation of produce up the rivers as well as down them.
- III. It encouraged settlements in the fertile Middle West.
- IV. The steamboat stimulated industries.
- V. It made trade with foreign countries possible.

Groups chose one of these main answers to develop. This caused much additional reading to be done. The material was organized by each group and one of their number chosen to give the report before the

class. This gave opportunity for excellent language training.

Much interest in the inventor of the steamboat had been aroused through this study. As this grade was responsible for the entertainment to be given at the next Parent-Teachers' Meeting the teacher asked the children if they thought the dramatization of the life of Robert Fulton would be interesting. While the majority felt it would, some thought they must know more about Fulton's life before deciding.

The working-out of the activity. In the reading period the whole class read "Robert Fulton, the Inventor of the Steamboat," in their history text, *The Makers of America*, with this question in mind, "What events in the life of Robert Fulton would we want for our play?" The silent reading of this lesson was checked as "The Fox and the Cock." (See Lesson Plan page 257.) In addition the children were encouraged to make use of the following reference books:

- Faris, *Real Stories from Our History.*
- An American Citizenship Course in United States History, Book I.
- Beard and Bagley, *A First Book in American History.*
- Burnham, *The Making of our Country.*
- Gordy, *History of the United States.*
- Woodburn and Moran, *Elementary American History and Government.*
- Buckman, *Old Steamboat Days on the Hudson.*
- Reigart, *The Life of Robert Fulton.*
- Knox, *Life of Robert Fulton.*

Much additional material was brought in from the home.

Language opportunities utilized :

In the language periods the children decided what events would be most interesting for the play and would best portray the life and works of Fulton. They decided the following number of acts and scenes were necessary:

ACT I

The Boyhood of Fulton

Scene 1

The making of the model of a fishing boat

Scene 2

The making of sky rockets

ACT II

Fulton's Experiences abroad

Scene 1

His meeting with the Duke of Bridgewater

Scene 2

His trip to northern England

Scene 3

The trial of his invention at Paris

ACT III

Final success in America

Scene 1

The trial of the Clermont

Scene 2

His vision of the future

Following the division into Acts and Scenes the

children decided where the different scenes would be laid and what characters would be needed in each. They also decided in a general way what conversation would take place.

Groups then formed and chose a scene they wished to work out. They formulated the conversation for the scene chosen and decided what properties would be necessary. This required much additional reading in order to have the conversation, stage settings, and costumes historically correct.

When the groups were ready each presented its contribution to the play in sequence and many modifications were suggested by the class to make each scene fit into its place in an artistic whole. The children were then selected for the characters in the final production.

Much practice in written language was secured in the writing of the conversations to be used in the different scenes. After these conversations were presented to the group they were revised until the final form was chosen. Then the entire scene was written to present it to the class as a whole. The children felt the need of much help in capitalization, punctuation, and arrangement.

Spelling opportunities utilized:

In anticipating the writing of conversation for the various scenes and programs to be given to the visitors the children became conscious of their need for know-

ing how to spell certain words, as model, rockets, experiences, scenes, invention, northern, trial, success, vision, future, drawings, celebrate, powder, engine, paddles, connected, introduce, mechanics.

Writing opportunities utilized :

The writing of conversations and the writing of the programs motivated the work. Much practice had to be given to difficult words and letters.

Reading opportunities utilized :

1. The reading of "Robert Fulton, the Inventor of the Steamboat."
2. The reading of reference books assigned to various groups and searching home and library books for additional data concerning the life of Robert Fulton.
3. The searching for information concerning the manners, customs, costumes, and stage settings appropriate for the play.

Handwork opportunities utilized :

The making of some of the properties and costumes needed in the play.

Art opportunities utilized :

The arrangement of stage settings.

Color combinations used.

The selection of appropriate pictures for the scene in Benjamin West's studio.

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